A METHOD OF ACQUIRING AN UNDERSTANDING OF THE CHARACTER AND RELATIONSHIPS OF OLDER BOYS

by

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INTRODUCTION

There is a good reason for wishing to present a "Method of Acquiring an Understanding of the Character and Relationship Problems of Older Boys." At the present time there is considerable complaint that members of the younger generation lack proper respect for their elders. We are told on every hand that the control of children by parents has become weakened to a dangerous degree. Statistics are cited to show the tremendous increase in juvenile delinquency. School authorities seem to be concerned about the increased number of problem children. Some church people seem to be worried about what will become of the world when the older generation is gone. Some books and more magazine and newspaper articles have been written concerning the faults and failures of the boys and girls of today. This topic has also been given attention by pastors in the pulpits. The question as to whether there is an increase in the amount of maladjustment among our youth, or whether there is needless worry on the part of older people, or whether the problems of youth are receiving more attention from the press than was formerly the case, the writer makes no attempt to answer. The fact that there <u>is</u> worry, publicity, juvenile delinquency, truancy, etc., is evidence in itself that society is

consciously failing in the attempt to provide for the proper needs of the oncoming generation. It cannot be denied that maladjustment exists among our youth in all phases of their lives and that they are in need of immediate and intelligent attention.

As was intimated above, to confirm or discredit the prevailing belief that the younger generation is "going to the dogs" is not a part of this thesis, but beginning with the fact that problems do exist the task involved in this thesis is to offer some working suggestions to solve at least in part some of these difficulties. In order to deal intelligently with the solution of any problem all the significant facts and factors must be considered. This study confines its attention mainly to the development of a method for ascertaining the facts and factors necessary for the proper solution of the difficulties of older boys.

ACKNOWLEDGEMENTS

In the preparation of this thesis, the writer wishes to acknowledge with pleasure the valuable suggestions and hearty encouragement given by his major instructor, Walter Burr, Professor of Sociology, Kansas State Agricultural College. I am happy to acknowledge my debt of gratitude to Dr. L. A. Halbert, Executive Director, Council of Social Agencies,

Kansas City, Missouri, who has given without limit his time and energy to help outline this project and prepare it for final presentation. He has read the entire manuscript and has given numerous fruitful suggestions. Credit is also due to William A. Lewis, Professor of Sociology, Junior College, Kansas City, Missouri, and a number of his students who made case studies using the pro ram suggested in this thesis. Summaries of their work appear as a part of this study. There are other individuals and a number of social agencies whose cooperation has made the study possible. Mrs. Henry Cohen, Executive Director, United Jewish Charities, Kansas City, Missouri, arranged for the physical and mental examination of the boy who appears as the illustrative case.

PART I

IMPORTANCE OF THE SUBJECT

This thesis is concerned with the problem of legal delinquency but it is primarily concerned with supplying a guide to the understanding of troublesome boys whether their troublesomeness be evidenced in the home, at school, or in any of the other fundamental institutions of society in which they should function. All degrees of maladjustment in any of the fields of social activity are of concern from the point of view of this study. Conduct of a very pronounced

anti-social nature can and does exist without coming in conflict with the law. It should be as important from the viewpoint of society to adjust these difficulties as it is to adjust those taking the form of conflict with the law. In many cases, in fact, anti-social conduct that conflicts with other institutions of society, if left undisclosed, ultimately leads to conflict with the law. That is to say when the state takes cognisance of an individual's behavior it has usually become much more serious in its nature than is the case when some other agency shows concern. Youth is a period of great plasticity. Fortunately there are certain habits, certain practices which a youth can acquire under intelligent direction, that will enable him to live in society with a minimum of friction.

THE CONTRIBUTIONS OF PSYCHOLOGY

In recent years the study of psychology has given us resources in dealing with children that we did not have before. For example, we are told that "children are often called little savages and so far as their inherited make-up is concerned that is what they are."[1] That is to say, left to nature alone, without the culture of human society people would not become human beings as we know them but would be

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1. Woreworthy & Whitley, The Psychology of Childhood, p. 29

animals pure and simple. Examples of this kind of thing can be found in the accounts of ferral men[1] who were no more civilized than were the animals of the forest. This brings to our attention the tremendous effects that environmental conditions have upon the life of an individual. This is not to discount the claim made for heredity but to show that environmental contacts are important factors in making human beings capable of functioning in society.

In addition to giving us more resources in dealing with children, child psychology has contributed very materially to the understanding of children of all ages. To begin with the human infant is blessed with undetermined potentialities and possibilities. From birth until the age of ten or eleven years the child might be classed as an individualist. Beginning at the age of ten or eleven and continuing until the fourteenth or fifteenth year the gregarious instinct expresses itself as his outstanding behavior phenomenon. In other words "somewhere about the age of ten, the little boy . . . . begins to develop the gang forming instinct."[2] It is common knowledge that at the age of fourteen or fifteen the "boy begins to go with the girls" and the influence of

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1. See Park & Burgess, Introduction to the Science of Sociology, pp. 239-243.
2. Puffer, J. Adams, The Boy and his Gang, p. 72.

groups becomes weakened. Or as stated by a current writer "it is interesting to note that marriage is one of most potent causes for disintegration of the older groups."[1]

(It is common knowledge that among psychologists the existence or non-existence of instincts is a question of debate. In the above paragraph the word instinct is used to denote "the sorts of spontaneous behavior we may expect from the majority of children, in contrast to the actions they have been taught deliberately to perform."[2] Any further use of the word instinct in this thesis will be used in the sense defined. To go into a discussion of the merits of the case for the existence or non-existence of instincts would add little, if anything, to the value of this study and would in all probability be uninteresting and boresome.)

Boys up until the tenth or eleventh year are fairly well provided for speaking in relative terms. As has been said that during this period of his life the boy is very much of an individualist. I do not mean by this term that he likes solitude. Quite the contrary, "man is by nature social, responding to the presence of human beings with satisfaction and comfort, and to their absence by restlessness

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1. Thrasher, Frederic M., The Gang, p. 36.
2. O'Shea, M. V., The Child; His Nature and His Needs, p. 31.

and discomfort. Solitude is one of the conditions of fear, and being a member of a crowd is in itself a pleasure."[1] In the first years of the boy's life he does not, however, crave other boys for the inter-relationship as he does for the presence of human beings. Boys of older ages and girls and adults satisfy his desire for the presence of human beings. During this period of his life the boy does not take a part in group games but plays with toys instead. Society provides the kindergarten, the public school, the church school, and more recently the daily vacation school for his interest and benefit. Usually there are a number of other children at hand and these with his toys and school activities keep his time fairly well occupied, his interests satisfied, so that the average boy under ten or eleven presents no insoluble problems to his parents, to the school or to the community.

The age period of ten to fourteen or fifteen is the period of greatest exercise of the gregarious instinct. A mania for adventure seizes the average boy and he "hates women", likes "the fellows in his group in which "loyalty is the requirement. . . and squealing is probably the worst infraction of the code."[2] This age period is very inadequately handled as is evidenced by the amount of delinquency a-

1. Norsworthy & Whitley, The Psychology of Childhood, p. 63
2. Thrasher, Frederic M., The Gang, p. 286.

many younger boys. In spite of this inadequacy of provision for the boys' needs, boys' workers know fairly well what should be done. Such organizations as the Boy Scouts of America, The Boys Department of the Y. M. C. A. and other similar ones like the Y. M. H. A., the Christian Endeavor Societies, and Sunday School Classes of the various Evangelical Churches carry out programs that interest boys. With sufficient programs like these and with the home and school performing their functions adequately this age period would probably be free of any great dangers.

Now we come to the age period when the mating instinct begins to crowd out the "ganging" instinct. The boy at this time begins to be interested in girls and has less time for the club, troop, or gang as the case may be.

DEFECTIVE PROGRAM FOR OLDER BOYS

It is this age of transition that society has failed almost completely to provide for. "Between sixteen and nineteen is the crucial period among boys. . . . There has been a link missing in the chain of social service for juvenile welfare to care for minors between these ages. . . . An empty pocket is a storage battery of crime."[1] Practically the only organization that works exclusively in the interest of boys from fourteen to twenty is the De Molay or-

1. Miller, Mildred E, The "Cops" adopt the "Gang", Welfare Magazine, Volume XIX, No. 2, p. 178.

ganization. It is true that the Boy Scouts take boys of fourteen, fifteen and sixteen but the chances of a boy becoming a scout after he is fifteen are rather scant if he is not reached before that time.

The De Molay is a new junior Masonic organization that promises to fulfill a real need but it lacks the prevalence and years of experiment that characterize the organized groups that function for boys in the age group of ten to fifteen. Then in reality this older age group is an age of transition which includes the fringes of two periods and is very scantily provided for. It could almost be said, with occasional exceptions that there are no organizations providing for the needs of boys in the later years of adolescence to say nothing of the fact that there should be provision for case work to help the boy work out his problems so that he may become properly adjusted as an adult to an adult society.

As a result of the situation outlined, business has capitalized on its opportunity. Picture shows, vaudeville (many times cheap and questionable), dance halls, pool rooms bowling alleys, amusement parks, carnivals, and road houses of various descriptions are all provided, usually very plentifully, to fill the gap that society has left unfilled. We do not mean to make a wholesale condemnation of all the above mentioned forms or places of amusement or any one of them,

but it is generally believed, and is usually the case, that the ones that exist in the rooming house and slum areas of a large city are more than likely to be of a questionable sort. Vulgar amusements are not necessarily confined to slum areas since many times the children of well-to-do and wealthy people find questionable features in their neighborhood houses of amusement. However, in the areas of greatest mobility there seems to be the greater number of this kind of establishments.

Places of questionable character with improper supervision and run on a commercial basis are unfit agencies to take the place of non-profit, service-rendering organizations maintained for boys of younger ages. In fact any agency with character forming effects maintained primarily for profit is sure not to be serving the interest of good character effectively. With the above described conditions existing the surprising thing is that such a large number of boys do adjust themselves to conventional standards and not that there is as much maladjustment as there is at the present time.

CONTRIBUTIONS FROM PSYCHIATRIC SOCIAL WORK

The method of study that is proposed in this paper is developed from psychiatric social work. This approach "which

has arisen from a number of sources, especially psychiatry, treats personality from a functional historical-genetic standpoint."[1] "We may summarize this entire standpoint by saying that it assumes that the present functions of the person can only be understood in terms of their genesis, and that this approach is a dynamic functional one attempting to get at the mechanism which produces personality patterns."[2]

The recent increase of psychiatric social work evidences the need that it fills. In dealing with the psychological difficulties of both normal and abnormal individuals many interesting facts are brought to light. (Up to this time more attention has been paid to the abnormal group than to the normal group for the reason that most agencies having psychiatric social workers are so cramped for funds that only the worst cases are given attention by an inadequate number of workers.) Their methods consist principally in unraveling the life history of each client, noting the significant factors contributing to the psychological difficulties, making a record of these and also making a similar investigation of the social environment in which the client functions or rather fails to function. The family history

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1. Publications of the American Sociological Society, Vol. XXI, p. 93
2. Publications of the American Sociological Society, Vol. XXI, p. 100

and other information is also secured and all this is placed in the hands of the psychiatrist in the "habit" or "child guidance" clinic.

In the clinic the client is examined by a physician and the usual laboratory tests are made by a pathologist. Then the psychologist furnishes whatever psychological information is needed such as intelligent quotients and educational achievement tests. After this is all done the results of such examinations along with a psycho-social life history, obtained by a psychiatric social worker, are placed in the hands of the psychiatrist. With all this medical, psychological and sociological information at hand the psychiatrist interviews his case in the light of this information, prescribes a course of treatment for the client which usually includes an effort to control or modify his environment.

CAUSES OF YOUTHFUL MALADJUSTMENT

Some discussion of the causative factors which might explain in part the increase in the maladjustment of our youth, if there is an actual increase, might not be out of place at this point. We are rapidly becoming a nation of city dwellers. We have already passed the point where the majority of our people derive their living from agricultural

pursuits. The assembling of large numbers of people in a small area increases the complexity of our relationships. The influx of so many different foreign people with different cultures adds another factor to our complex social environment. Quick communication and rapid transportation are innovations to which we are not as yet wholly adjusted. Modern science in all its manifestations has destroyed in many instances some of the means of social control. It appears that we do not have time to complete our adjustment to a given new situation before that situation is superseded by another new one that renders our adjustment useless. These factors with others will account for some of the causes of maladjustment among our boys.

SCOPE OF THIS STUDY

This study must of necessity be limited due to the fact that the life history of any person who is studied is capable of expansion into a book. If the method of study set forth in this thesis were adopted and used for a period of years by several agencies dealing with the problems of boys then it would be possible to make statistical studies based on these records. At present no such records exist.

Many case records can be found which partially cover the data called for in the schedules here recommended but they

do not give a complete picture of the boy and his circumstances, even in outline. Here an attempt is made to draw a few bold lines that will give an actual likeness of the person studied without a tedious microscopic examination.

One could look at a detailed drawing of an individual's ear showing its physical characteristics, opening to the inner ear, Eustachian tubes, nerves and blood vessels running to and from the ear, bones, muscles, etc., and yet with all this information about the ear one would have no real idea of the appearance of the individual. One must also see the eyes, mouth, nose, cheeks, chin, etc., and see them in relationship in order to recognize the person in question. It is the claim of the writer that in order to understand the boy we must see him in relation to the main areas in which he must function, the home, the church, the school, etc. It is just as sensible to try to understand a boy by getting complete detailed information about him in one field of activity as it is to try to recognize a person from a detailed drawing of his ear only.

The primary purpose of this study is to develop and illustrate "A Method of Acquiring an Understanding of the Character and Relationship Problems of Older Boys." In view of the facts mentioned in the introduction it appears evident that this study might mark the beginning of a new day

for many institutions that have boy problems if they would study the boy and his situation according to the method outlined here. This method will be applicable not only to boys who are in conflict with governmental authorities but who present problems in the home, at school, at church or any of the other fundamental institutions of society in which they should function. Boys can and often do become real problems before they are ever referred to the court because their troublesomeness does not constitute an offense against the law. Such boys are not delinquents in the popular sense of the word.

The general conception of a delinquent is that he is a person who has come into conflict with the law either by an act of omission or commission. For our purposes we may define a delinquent as some one who fails to measure up to a given standard of conduct in any phase of society. The standard is generally law but in this study we accept the ideal plane of conduct as the standard. That being the case all people will be more or less delinquent when measured against this standard.

THE STUDY OF "CHARACTER" AND "RELATIONSHIP"

The words "character" and "relationship" appearing in the title are used advisedly. Character refers to the ca-

pacity of a person to react to the best advantage in all situations. Relationship refers to an individual's degree of adjustment to a social situation. To study these entities separately would accomplish little as they are reciprocal in their relationship. It is possible that a boy's character may be very good and yet his relationships or adjustments to various social groupings be entirely unsatisfactory and vice versa. For example, a boy may conform perfectly to the social requirements of a particular church but transplant this boy into a community where the church has an entirely different set of social requirements and he may have a bad relationship with this new church because the fault is with the church and not with the boy's character.

Trying to handle court cases or trying to handle any of the character and relationship problems of boys without a complete picture of the boy is futile. In order to understand a boy, to diagnose his real difficulty and to offer intelligent treatment "we must see the complete boy. We must see him in all his relationships."[1] In this study an attempt has been made to furnish a tool or device to help the people who operate the established institutions of society such as the home, the church, the school, etc., to handle

1. Thrasher, Frederic M., The Boy, the Gang and Boys Work; Forthcoming Proceedings of the National Conference of Social Work, 1928. Division of Neighborhood and Community Life.

the problems of boys intelligently. This device will give one a good general understanding of a boy, i. e., it will bring out the main facts about a boy so that he may be well understood and so that most of his behavior problems can be solved without resort to law. In fact no one can do anything intelligently for a boy without knowing at least as much about him as this outline calls for. If parents, Sunday School teachers, scoutmasters, and employers understood and handled the problems of their boys intelligently it would seldom be necessary to resort to the courts;in fact the boys would cease to be problems for these people themselves. When a boy of normal capacity is brought into court this is ipso facto a proof of failure on the part of some of the institutions in which he should function.

COLLECTING THE REQUIRED DATA

In order to "Acquire an Understanding of the Character and Relationship Problems of Older Boys" so as to explain their present behavior, to predict future behavior, and to be able to adjust their conflicts with the conventionalized standards of society in a manner consistent with human welfare we must have the most significant data on the following subjects: (1) the boy's mental and physical capacities and the state of health of each (to be ascertained by physical

and psychiatric examinations), (2) the boy's attitude toward the fundamental institutions of society in which he should function, (3) his degree of performance in these institutions, (4) the chief characteristics of the institutions, and (5) a psycho-social life history of the boy.

The process of investigation outlined above will throw light on the character of the boy from various angles and help the person dealing with him to get a true perspective of his character. The variety of the sources of data is such that information from each source will supplement and correct the information from the others and help to bring out the truth about the boy.

To carry out that part of the program of investigation which calls for physical and psychiatric examinations one must secure the services of several physicians some of whom are specialists. This is not difficult in a community where there are free clinics but would be harder and possibly expensive in a community without such clinics. While the investigator has to secure the services of the necessary physicians he has nothing to do with the actual execution of the examinations. One problem is to get the boy to submit himself to a psychological, physical and psychiatric examination. This phase of the investigation is the most difficult part. However, it is not always necessary to have a psychological examination as often the results of such can

be secured from school authorities. A physical examination holds no horrors for the average boy. One can appeal to his pride by saying that you are interested in finding out just how much of a man he is. Ordinarily you can expect the desired response. As to the psychiatric examination one will have less trouble if the words "psychiatry" and "psychiatrist" are never mentioned in his presence. One approach to the boy on this difficult subject is to emphasize the vocational guidance value of such a man as a psychiatrist. Schemes that involve deception are to be discouraged.

This program of investigation includes getting an estimate of the institutions of society in which the boy must function. A boy's attitude toward a given institution of society affects his potential performance in that institution. We hear so much about delinquent boys, truants, runaway boys, etc., that is to say, we hear so many times that there is something wrong with the boys. We seldom hear of anything being wrong with the government, the school, or the home in connection with problem boys. But is it not logical to believe that when a boy fails in his performance in any field of activity that there is just as much likelihood of there being something wrong with that institution as there is of something being wrong with the boy? This

study avoids making any assumptions about the blame until the facts are studied. We cannot expect perfect boys or perfect functioning until we have perfect institutions in which it is possible for boys to function. It is true that we can hardly conceive of a society which all individuals will function perfectly, since there is always a number who seem to be unable to adjust themselves to any society. It is the belief of the writer that many boys who are now considered problems are capable of adjustment to society. Therefore, it is important to get accurate measure of the particular institutions of society in which the boy must inevitably function if he is to become a self-respecting citizen and play his part efficiently.

We have previously said something about the fundamental institutions of society. "An institution consists of a concept (idea, notion, doctrine, interest) and a structure. The structure is a framework, or apparatus or perhaps only a number of functionaires set to cooperate in prescribed way at a certain conjecture. The structure holds the concept and furnishes instrumentalities for bringing it into the world of facts and action in a way to serve man in society."[1]

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1. Sumner, William Graham, Folkways (Reprinted in part in Case, Clarence M., Outlines of Introductory Sociology, p. 89.)

DESCRIPTION OF SCHEDULES AND GRAPHS

The best way to describe the method and illustrate its use is to introduce at this point records of an actual case which has been studied by means of the program of investigation that is advocated in this paper. The case which is to be introduced here was prepared by the writer. It consists of data gathered and presented according to the five divisions given above. In addition graphs have been made which will give the reader a summary of the whole case at a glance.

There are three sets of graphs, viz., one on the boy's attitudes, one on his performance in various institutions and one on these institutions. The writer has read a considerable amount of literature and has reviewed many times the amount read on boy psychology, boy sociology and personality studies but has found no examples of graphic portrayal of a boy's attitudes, or a boy's performance in the social institutions or a rating of these institutions. This may or may not be a new idea but the carrying out of the idea appears to be an innovation in the attempt to understand the character and relationship problems of older boys.

The graph on a boy's attitudes was made by taking them as rated on the schedules and representing them by making a

bar ten units long (all bars were made the same length). A zero point was established so that the part of the bar to the right of this point is considered an asset and the part to the left as a liability. The asset part of the bar is left unshaded. The liability part is either shaded or entirely colored, the point at which the shaded quits and the completely colored begins is the point at which the liability more than offsets the asset. Half way points on the graph are shown by a vertical dotted line. The theory of the graph is this: If all the attitudes considered are perfect as measured on the scale used the space to the right of the zero line will be entirely filled. If this be true the boy is a perfect asset in regard to his attitudes. On the other hand if the space to the left of the zero line is completely filled the boy would then be a perfect liability in regard to his attitudes. These are the two extremes and there could be every conceivable gradation between these two. If there were an equal amount of all the bars to the right and to the left of the zero point, the person, whose attitudes would make such a graph, would be considered neither a liability nor an asset. He would be neutral, he is neither a liability to society nor an asset. Such a person being dead or living would be of no net consequence to society when viewed abstractly. From this point of view a person who is a net asset is a <u>real</u> asset

to society and society is better for his living. On the other hand society would be better off if the person who is a net liability were not living.

The graphs on the boy's performance in the various institutions and the graphs on these institutions are similar in their physical makeup to the graphs on attitudes. They measure instead the degree of a boy's performance in these various institutions and the degree of perfection of these institutions themselves respectively.

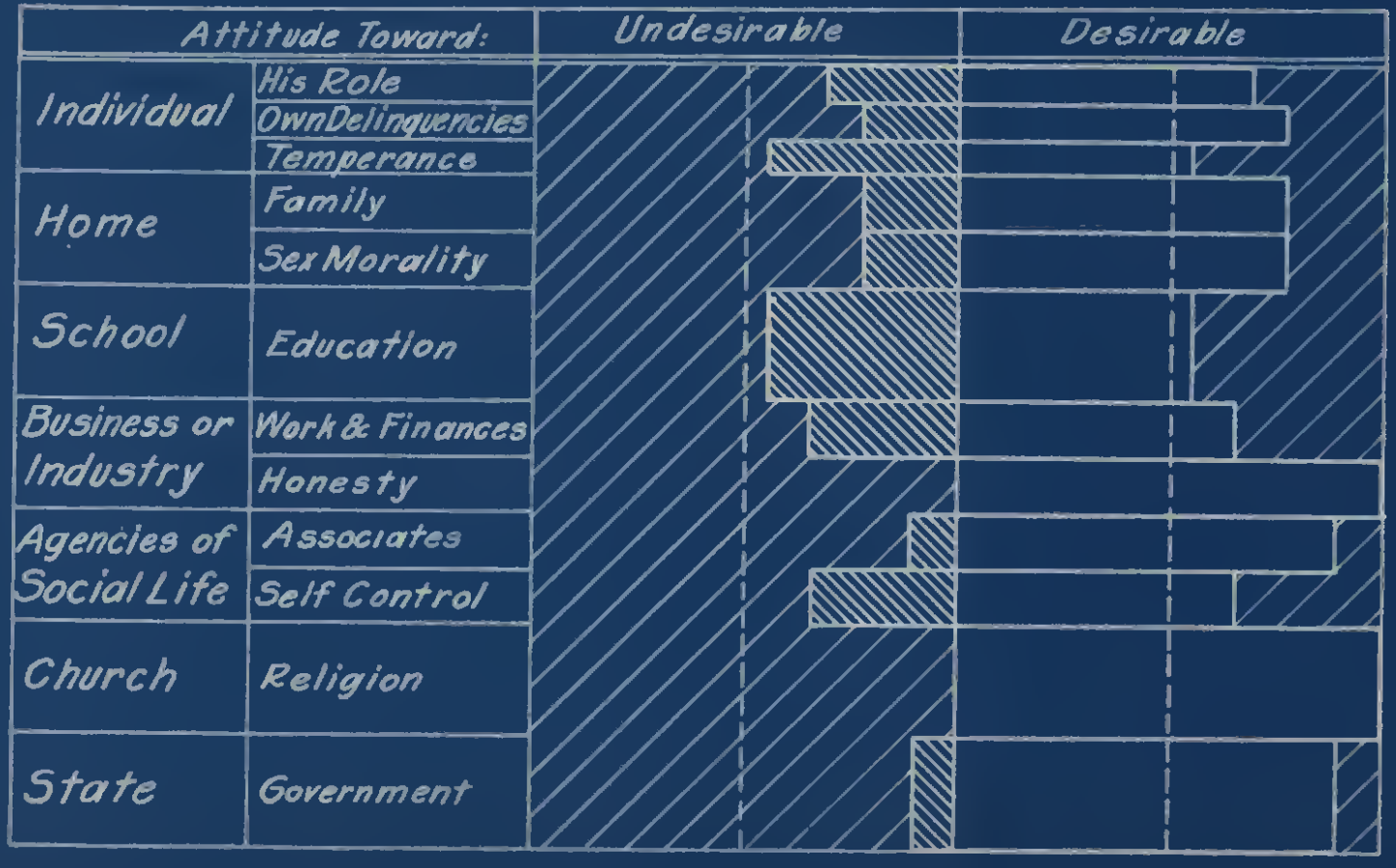
These graphs may be compared with the schedules which contain the data on which the ratings are based. Of course there is room for some difference of opinion on what the ratings should be. Assuming that the record is true there might be a difference of judgment as to what rating should be given on the basis of the facts. In order to check the soundness of the rating based on the facts, I asked a friend to make an independent rating and his rating agreed very closely with the one that had been made.

Considerable care was taken in gathering the data contained in the schedules and the running history. First of all the boy never knew that he was an object of study. Had he known this it would have conditioned materially what he would have said in the presence of the one making the study. None of the information gleaned from the boy was gotten by

direct questioning and recording the answers in the boy's presence. It was gathered by skilfully interviewing him many times making the records of such interviews as soon as was possible afterwards. The boy was encouraged to talk and unwind, as most of them will when given an opportunity, but his talk was directed into the channels in which information was desired. Absolute confidence of the boy under study must be and was gained so that there were no inhibitions to keep him from saying anything and everything that he cared to say. Otherwise he would be likely to say only the things that he believed would be approved by the person to whom he was talking. The fact that many persons beside the boy were used as sources of information enabled the writer to check one against the other so that the testimony of one acted as a corrective or supplement to the testimony of the other. No claim for perfection is made for any of the graphs but it is claimed, however, that the idea of making graphs is a good one and when refined it would portray correctly at a glance the source of a boy's difficulty. The writer feels that the ones presented here are indicative to a great extent of the conditions that exist or did exist.

Graphs numbers one, two and three are different kinds on the same boy and together they comprise a composite picture of the boy in his relationship to society. The natural

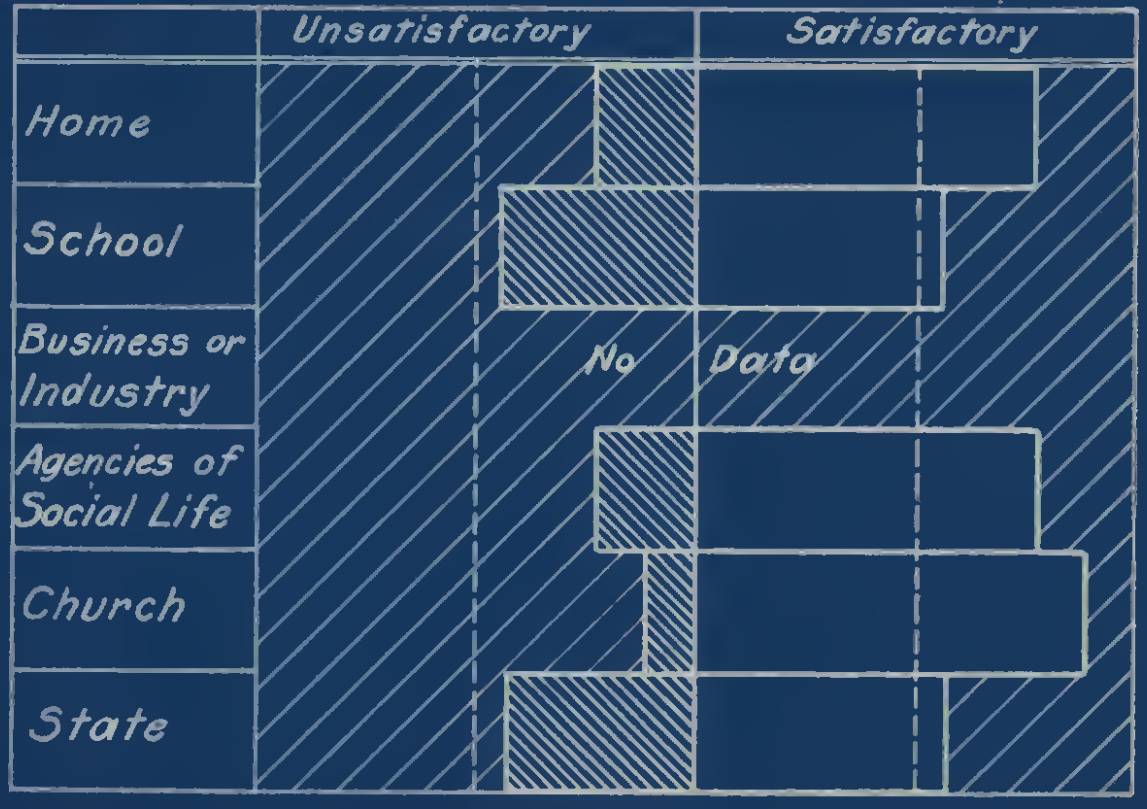
Graph No. 1
Boy No. 1
Graph of Attitudes



Graph No. 2

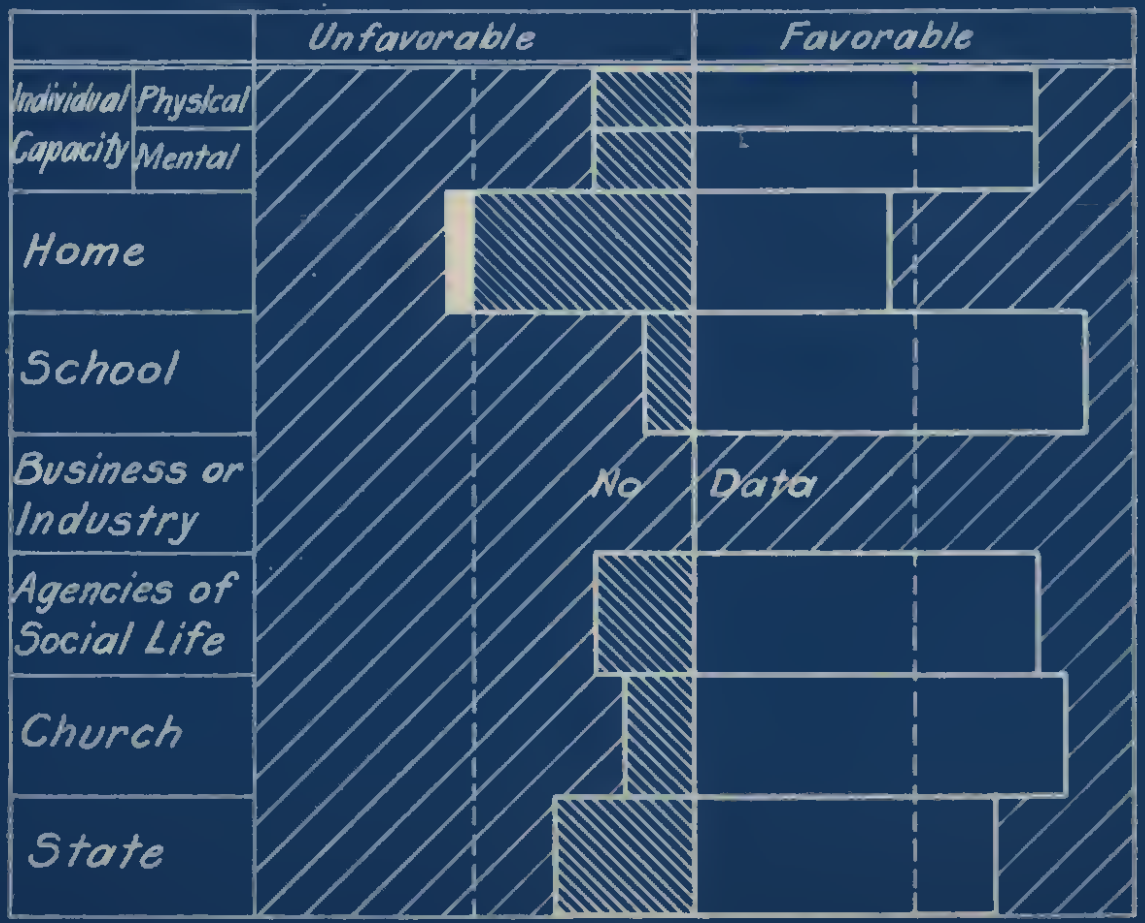
Boy No. 1

Graph of the Degree of the Boy's Performance in the Institutions



Graph No. 3
Boy No. 1

Graph of the Characteristics of the Institutions and the Capacity of the Boy



thing would be to find that desirable attitudes and satisfactory performance go with favorable institutions and vice versa. These graphs show exception to this rule in the bars that pertain to the home, the school and the government. The boy's very unfavorable attitude toward the school and state and his unsatisfactory performance in these same institutions are presumably due to his bad home conditions. The fact that the performance in the home is better than the home warrants is presumably due to the favorable influence in the school and church. Further confirmation of this conclusion can be found under date of June 14, 1928, page , where it is recorded that Miss F., Superintendent of the Compulsory Education Department in the Kansas City Schools, remarked that "the mother takes the attitude why make the boy attend school if he does not want to go, or why make him do anything that he does not want to do." The interlocking relationship between the factors in the different graphs could be traced out in more minute details, but the ones mentioned are sufficient to illustrate the principle.

GENERAL DIRECTIONS FOR USE OF THE SCHEDULES

In all the schedules for recording the attitudes of the boy item number ten is supposed to approximate the ideal and the other items recede from the ideal in numerical order

down to one. The attitudes described under each item are not mutually exclusive. You should underscore sentences or phrases that represent the boy's attitude whether they occur in any one or more than one of the numbered items. The gradation of descent may not be valid from item to item but the trend is easily discernable. If in your estimation important items have been omitted from any of the schedules be sure to write in the spaces provided or on the back of the sheets or attach extra sheets if more space is needed, the things you think should be included or are of considerable importance. Also add any remarks that you believe will clarify the information included in the schedules. As intimated above underscore the sentences or parts of sentences that represent the boy's attitudes or the nearest approach to his attitudes on these schedules for obtaining the boy's attitude toward the various subjects.

In the schedules that refer to the boy's performance in a given institution of society such as the family, school, church, etc., space is provided following each question for reporting of the data asked for. If additional space is needed use the reverse side of the sheets. Then if this is still insufficient attach extra sheets.

The directions for the schedules on ascertaining the characteristics of the social institutions are the same as those given in the preceding paragraph.

The schedule on general data is self-explanatory.

As will be evident this study calls for the filling out with the appropriate data, three schedules. First, schedules are provided for obtaining a boy's attitude toward certain objects. Second, schedules are provided for ascertaining the degree of performance or non-performance in the various fundamental institutions of society. Third, schedules are provide for obtaining the characteristics of those institutions in which the boy is or should be functioning. In addition to the gathering of the data called for in these schedules a psycho-social life history of the boy should accompany them as a part of the study. The significant points in the life history of the boy are those facts and situations which account for his present attitude toward and performance in the various fundamental institutions of society.

To explain a boy's present behavior we must know something of his emotional make-up. If certain stimuli produce an intense emotional response or on the other hand little or no emotional response this can be explained in the following way:

1. The boy's inherent emotional make-up, i. e., sensitiveness to stimuli and native capacity for strong feeling.
2. The recency of any experience, the memory of which would affect the boy's emotional response to a given

situation.

3. The vividness of any experience, the result of which would affect the boy's emotional response to a given situation.

4. The frequency of any experience, the result of which would affect the boy's emotional response to a given situation.

In getting a boy's psycho-social life history it is important to include the emotional content of his life which may be of great or little importance in his behavior. The report should include a description and where possible an explanation of the emotional responses which vary from the usual or desirable response.

The way to distinguish the sentences which comprise the schedule from the answers supplied by the investigator is as follows: In the schedules on attitudes certain sentences and phrases that belong to the schedule itself are underscored because they apply to the boy in question. In the schedules on the performance of the boy and the characteristics of the social institutions, the quoted sentences comprise the parts supplied by the investigator.

PART II. SCHEDULES ON BOY NO. 1

GENERAL DATA

Name "Boy No. 1" Date "June 24, 1938"

Date of birth "Jan. 9, 1914" Height - Weight "101½ lbs"

Address "2456 Brooklyn Avenue"

Previous addresses "429 West 15th St."
"608 West 16th St."
"27th St. & Myrtle Avenue"
"1515 Campbell St."
"1303 Washington St."

Nationality "American" Color "White" Time in the city "10 yrs

Place of birth "Centralia, Mo." Time in the U.S. "All life."

Briefly describe his appearance: "Boy No. 1 is a sandy haired, blue eyed, freckled faced kid. He seems to have reached the stage of development that a boy of his age should. Sometimes Boy No. 1 is quite dirty but when he goes down town he usually tries to look clean and neat and is quite successful. He has reached the stage when he is beginning to be interested in the girls and therefore is becoming more careful of his appearance. He seems to be quite self-conscious and blushes readily."

Remarks: "In regard to addresses, the following are some additional ones that Boy No. 1 remembers. These addresses do not come in order necessarily but serve to show that the family moves around a great deal, i. e., very mobile. Boy No. 1 says his father can reel off about 75 places where they have lived since coming to Kansas City ten years ago. This undoubtedly is exaggerated somewhat but nevertheless there is a grain of truth in it.

15th & Jefferson
13th & Jarboe
26th & College
7th & Washington
Near Fairmount Park"

SCHEDULES OF THE INDIVIDUAL

Attitudes

Schedule 1. A Schedule for Obtaining a Boy's Interests and Conceptions of Himself.

10. The boy under study is conscious of his special abilities and has good appraisal of his capacities. Believes intelligent hard work and persistence will make him a success. Has impelling interest in making life a success for the good it will accomplish as well as for self; Expects to be successful.

9. Is conscious of abilities and special aptitudes in his own thinking. But seems to lack the tact to get it across completely. Regard for his family and friends encourages him to great effort. Hopeful of success.

8. Has good general and special talents and is conscious of such to a disagreeable degree. Interested in worthy work but thought is largely for(personal superiority and)selfish success.

7. Has no outstanding abilities (but thinks he has) but has fair general abilities. Is inclined to let his thoughts of personal superiority substitute for hard work. Interested in work because he has to work and chooses the kind that is least irksome.

6. Has exaggerated opinion of his ability but has no continued interest in work of any kind. Has no object to be attained; no ideal.

5. Considers his ability to do things average but evil interests predominate in life. Worthy work quite secondary.

4. Considers his ability as good as anyone's. Has pronounced opposition to all successful men. Thinks there is no fair play in the world.

3. Thinks he does not have sufficient ability to be successful in life, consequently has no interest in life save that of vicious habits of indulgence.

2. Considers his part to play in life of little significance. Centers his interests mostly in avoiding restraint and eluding the authorities.

1. Considers his life of no consequence to any one except himself. Believes he might as well be dead as alive. Indulges without restrain in evil practices.

Remarks: "Boy No. 1 at present thinks he wants to be a railway expressman because he says they get $1700 a year to start with and one can see the country that way, too. He also thinks he might like to be a traveling salesman.

Schedule 2. A Schedule for obtaining a Boy's Attitude toward his own Delinquencies.

10. Truly repentent; glad he was apprehended or talked with before going further on wrong course. Wants to atone for wrong.

9. Sorry for his delinquency more because he is disgraced than because of moral offense.

8. Acknowledges guilt; thinks he will never be guilty again; not so much for moral consideration as from the fact he does not like to be punished or "hauled over the coals" again.

7. Acknowledges his guilt; is willing to suffer the consequences; not particularly sorry or repentant.

6. Acknowledges his offenses, but excuses himself by placing the blame on other people or circumstances.

5. Denies the act of his delinquency and gives unreasonable circumstances which indicate guilt.

4. Acknowledges guilt; seems almost hopelessly resigned to a life of delinquency on account of alcoholicism, narcotics, etc.

3. Denies blame but admits the acts; charges he has been framed on.

2. Denies guilt (though guilt is patent) and is resentful to those who convicted or corrected him.

1. Has marked bitterness and spirit of revenge toward authorities.

Remarks(For Schedule 2): "His attitude here is based on how he feels about his run away trips and truancy. He seems to feel that he has done nothing wrong so why should he be punished. In regard to his delinquencies in conduct at home he does not seem to be particularly sorry about them but is willing to suffer the consequences."

Schedule 3. A Schedule for Obtaining a Boy's Attitude toward Temperance.

10. Regards abstinance from intoxicants and temperance in all things as right and practical.

9. Regards abstinance from intoxicants as practical, but thinks intemperance in food, coffee, tobacco, etc., as subjects for jesting.

8. Thinks it right to take an occasional drink, but very wrong to drink excessively.

7. Regards it as necessary sometimes to drink and treat his friends to be sociable, but thinks it wrong to drink to excess.

6. Believes in taking a social glass and justifies himself for being drunk on holidays, etc., because he does not do it often.

5. Regards intemperance as wrong, but says he drinks to excess (or uses drugs) because he becomes discouraged with past failures.

4. Regards intemperance as wrong, but says he has a natural craving and therefore drinks to excess (or uses drugs). He cannot refuse to drink (or use drugs) with his friends and then gives away to excess.

3. Thinks it all right to drink moderately and a matter of indifference that he gets drunk often (or uses drugs).

2. Considers it a natural part of his social life to drink and become intoxicated (or use drugs); sees no reason for change.

1. Thinks he has a right to become drunken (or use drugs) and that no one has a right to interfere with him; resentful to those who do.

Remarks (For Schedule 3): "I like my drink," he said. He thinks it perfectly all right to drink and get drunk on Saturday nites and on holidays. 'Home brew' is made in the home and corn liquor is brought into the home by his father and the family all get happy together, excepting the two younger children."

SCHEDULES ON THE FAMILY

Attitudes

Schedule 1. A Schedule for Obtaining a Boy's Attitude toward his Home and Family.

10. Regards his home and home life as one of the most vital of his possessions; has a sense of responsibility and genuine affection for his home and its component members; thinks a good home one of the most desirable things and plans to have one of his own sometime.

9. Realizes the value of an ideal home and home life; has affection for all of the members of the family and sees the necessity of contributing to its support but shirks this responsibility.

8. Shows affection for home and its members. Shares responsibility of the home but thinks it is difficult for his home to be happy on account of (contention, strife, disagreements,) poverty, etc.

7. Regards home as a convenient place to eat and sleep. Lacks the higher affection for home and family. Accepts no responsibility for the home.

6. Thinks his parents should provide his keep but objects to their interfering with his conduct or the way he spends his earnings.

5. Looks upon the home as of little consequence in his life Insteadof living with his parents or having a home of his own, prefers to have a boarding place where he has no one to censor his conduct or demand any accounting of his earnings.

4. Feels no responsibility whatever to his parents. Thinks his immoral and anti-social conduct of small consequence. Resents any reproach from his parents.

3. Home and family ties all broken and in fact their mention raises his ire because he remembers his inhuman treatment at the hands of his parents. Believes all homes are alike. Consequently he believes there is no reason for their existence.

2. Learned much of his anti-social conduct from his parents. Has no sense of responsibility for his actions to anyone. Justifies himself in all his immoral conduct.

1. Believes that human beings should run loose just as animals do. Believes restraint of parents is done out of pure meanness.

Remarks: "Boy No. 1 seems to have a very commendable attitude toward his home when the home itself is considered."

Schedule 2. A Schedule to Arrive at a Boy's Attitude toward Sex Morality.

10. Has high ideal of chastity and respect for manly and womanly virtue for the sake of virtue.

9. Thinks sex impulses should be kept under reasonable control.

8. Regards sex indulgence as something to be generally expected.

7. Regards excessive familiarity and license in this as a subject for jesting and boasting.

6. Regards the social evil as inevitable and ineradicable; so justifies himself in gross indulgences.

5. Thinks it a matter of little or no concern for men whether married or single to indulge in sex immorality.

4. Thought of sex indulgence seems to be his chief concern of existence.

3. Would not hesitate to lead virtuous girl astray; fails to see any disgrace in such an act.

2. Shows no sense of disgrace in patronizing prostitutes.

1. Thinks he is a "wise guy" because he lives off the earnings of prostitutes.

Remarks: "Boy No. 1 thinks that sex immorality is all right if the girl has had a previous experience of the act, but if she hasn't it would be wrong. The doctor asked him why he did this and he replied, 'There were some guys got to kidding me about it and I thot I'd show 'em.'"

Performance

A Schedule for Obtaining a Boy's Performance in the Home.

1. Does he live at home, If not, where? "Boy No. 1 lives at home."

2. On the average how many nites a week does he stay at home? What does he do to occupy himself on these evenings spent at home? "He spends about three or four nites a week at home or near home. Those nites that he counts as spent at home are spent in listening to the radio or hanging around the drug store which is next door to the apartment house. Sometimes they play cards."

3. Does he go out with his parents? On what occasions? How often? "He seldom ever goes out with his parents."

4. Does he have a preference for either parent? Which? Does he have a preference for any of his brothers or sisters? Which? Why? "He says his mother is a little nearer to him than his father. He apparently does not have a preference for either his little brother or his little sister."

5. Does he go out with his brother or sister? On what occasions? How often? "I have never seen nor heard of him telling anything about going out with either. (Confirmed 6-30-28)"

6. Does he have a brother or sister who is a special pal? Which one? "No."

7. Is he more or less in constant conflict with any other members of the family? What is the reason for this? "No."

8. How much if anything does the boy contribute to the support of the family? Or do his parents appropriate his earnings? "Whenever he works he gives all his money to his mother or rather she asks him for it and he gives it to her. He said he does this and then gets it all back and more too in small amounts."

Remarks: "His mother said on one occasion the boy kept out a dollar of his earnings, a half dollar in each shoe but she heard it drop out and got both of the half dollars from him."

Characteristics

A Schedule for obtaining the Characteristics of the Boy's Home.

1. What is the marital status of both parents? "The father and mother were married by a Justice on July 14, 1913 and have lived together continuously ever since except one period when the father deserted and went to California . Being unable to get work there, he returned in a short time."

2. How many brothers does the boy have? Sisters? Indicate his position in the family as first, second, third, etc. "The boy is the first one of three children, his brother No. 1 is three years younger and sister No. 1 is five years younger."

3. Are the father's (or chief breadwinner's) earnings sufficient to maintain the family on a minimum budget? "Yes, father makes $24 a week and the minimum monthly budget amounts to $85, according to the standard minimum budget used by Kansas City Provident Association. See Appendix A."

4. Are there any boarders in the home? Roomers? Relatives? "There is an uncle of Boy. No. 1 (his mother's brother) and his son who is about 18 or 19 years old. Just recently his grandmother has come to live with them."

5. Are there any conflicts between any members of the family? State which members and nature of conflict. "According to Boy.No. 1 there are no serious conflicts in the home."

6. Are all members of the family free of legal restraint such as jail sentence, parole, etc.? "Yes."

7. How many members of the family belong to a church? What church? How many attend regularly? "Boy No. 1 says that he is the only member of the family that belongs to a church. None of them attend regularly."

8. What members of the family, if any, are abnormal mentally or physically? "Apparently none of the members are abnormal either mentally or physically."

9. What is the age, nationality, color, occupation and extent of formal education of each of the parents? "Father age 38, American, white, transfer man, third grade. Mother age 32, American, white, janitress, third grade."

10. At what addresses has the family lived during the past year? "433 West 14th Street, six months; 429 West 13th Street, eight months; 2455 Brooklyn Avenue, living at this address now."

11. Enumerate any peculiar or outstanding traits of the father. Of the mother. "Father often gets drunk."

12. Do the parents encourage the boy to bring his friends into the home? "No, but he says he does occasionally anyhow. Sometimes the father disapproves of this."

13. Indicate the group into which the discipline of the parents falls: very strict, moderate, very lax, "except when the interests of the boy conflict with that of the parents. Then the parents are strict with the boy in order to make the boy do the thing which they want done."

14. Does the family own their home? If so estimate roughly its value. If rented, is it a residence or an apartment? Furnished or unfurnished? In either case how many rooms are there? Do they have a private bath room? If not, what provision is there for bathing? Are there sufficient beds for the family? "The family has lived in furnished apartments (of a very cheap type) for several years."

15. What features of the home make it unpleasant such as crowded quarters, poorly furnished, unclean, in bad repair, no privacy, etc.? "The past two apartments which they have lived in have been basement apartments which were very scantily furnished and poorly lighted. The number in the family and the additional relatives makes it crowded."

16. Does the family take a daily paper? What is the nature and number of the magazines in the home? Books? "They take the Kansas City Star but no magazines but buy the Photoplay and Popular Mechanics occasionally. Practically no books in the home."

17. Do the parents play games, tell stories, sing songs, etc., in the home with the boy? Do they go on picnics, etc., as a family group? "No. Occasionally they play cards in the home in connection with liquor parties."

SCHEDULES ON THE SCHOOLS

Attitudes

A Schedule for Obtaining a Boy's Attitude toward the School; His Philosophy of Education.

10. Regards education as the key to better living and greater accomplishment. Attends school regularly, makes good marks and takes advantage of all the opportunities that the school affords. Spare time spent in reading books of educational value along with the better magazines and newspapers. Thinks that opportunity should be given to all.

9. Desires an education for the gain it will bring him. Attends school regularly and makes good marks in vocational subjects but looks upon cultural subjects as a waste of time. Reads the newspapers and vocational books and magazines. Thinks education for all questionable.

8. Goes to school because it is fashionable and offers the best avenue for a good time. Hopes to get by and is counting on a big job when he gets through. Thinks the school a necessary evil thru which one must go. Marks fair. No particular books or magazines are read.

7. No particular interest in education but attends school. Believes the main object is to get through by whatever means are necessary. Only object is to get the prestige that accompanies finishing school. Believes position and distinction in life depend on pull and not on merit. Makes poor grades and thinks it smart to fool the teachers. Spare time wasted with possible exception of reading the newspapers.

6. Little interest in education of any sort. Indifferent toward school and teachers. Goes to school because it is compulsory. Thinks it a waste of time.

5. Does not attend school and has no desire to go. Has had enough education to hold jobs of little responsibility. Only way he learns is through social intercourse, picture shows and reading daily paper.

4. Practically no formal education. Satisfied with his lot and thinks he knows as much as anybody. Believes all the "white collar" job holders are parasites on society. Thinks everything would be all right if we did not have these people in the way.

3. Quite ignorant on matters of general importance. Opposes any attempts to better his condition. Believes school are bad agencies since students are in conflict with his interests and openly opposes them.

2. Very ignorant. No interest in education or anything else except the satisfaction of his physical desires. Very indifferent.

1. Low scale of intellectuality. Very superstitious with little or no intellectual discrimination. Very credulous, accepting ridiculous ideas.

Remarks: "No. 6 describes his attitude perfectly. He says 'they can't learn me nothin' over there and I'm going to quit just as soon as I get big enough.'"

Performance

A Schedule for Obtaining a Boy's Performance in the School.

1. Is the boy attending school or has he been attending within the past year? Kind of school (public or private, day or nite)? What grade is he in? "Boy No. 1 attended the West Side Junior High School until he was transferred to the Irving School about the first of May. He is in the seventh grade. The school is a public day school."

2. List the extra-curricular school activities he is (or has been) participating in within the past year. "None."

3. In regard to each extra-curricular activity:

   a. How often does the group meet?

   b. How many meetings has he attended during the past year?

   c. Does he hold office or have any special function to perform in the group?

   d. Has there been any complaint about his behavior or his performance of his duties? What and why?

   e. Has he had any rebuke or penalty of any kind inflicted upon him during the past year? What and why?

4. How far is the school from his residence? "11 blocks."

5. List the subjects in which his grades are good. Average. Poor. "English I plus; Arithmetic I minus; Geography I; Vocal Music M; Industrial Art M; Free Hand Drawing M minus; Physical Training M plus. His age is 12.8 chronologically and 12.4 educationally. I. Q. in lower 90's."

6. Has he been in conflict with the teacher or other school authorities during the past year? Describe briefly. "He was more or less a troublesome lad for all the teachers but he was particularly so with his Home Room Teacher who was also his Manual Training teacher."

7. Is he retarded or advanced in school? "He is retarded at least a half grade. He is making very inferior grades in the school's Lowest 7b class.

8. Get his record of attendance and punctuality. "Days belonged 98; days present 93; days absent 5; times tardy 1. The accompanying is for the first term 1927-28. For the second term he was irregular in his attendance and dropped out on April 2 and stayed out of school until May 7. On May 4 he was brot before the Juvenile Court and compelled to attend school every day and he did attend regularly the rest of the year. At that time he was transferred from West Junior High to the Irving School.

Characteristics

A Schedule for Obtaining the Characteristics of the Boy's School.

1. Under how many teachers does the boy have school work? Name the subjects and give the sex and approximate age of each of the teachers and the size of each class. "Boy No. 1 had school work under eight teachers."

2. What are the general requirements exacted of the teacher before she is employed? "Two years in college, or sixty hours of work and successful experience in teaching."

3. What courses in the school such as business, college preparatory, etc., are open to the boy? "The course in the seventh grade is a hard fast schedule and little or no opportunity for the student to take subjects to his liking."

4. Write down the extra-curricular activities that are sponsored by the school for which supervision is provided? "Football, basketball, baseball, track, plays, operettas, etc."

5. What is the enrollment? No.of teachers? No. of rooms? size of library? "Approximately 5,000; 22; 30; adult books 3845; juvenile books 3955, respectively."

6. Are the teachers under whom he has worked popular with their students? Why? Is the Principal popular with the students? Why? "Both teachers and principal appear to be quite satisfactory to most of the students."

7. Does the school have the reputation of being well organized and efficiently conducted? "Yes."

8. Does the school provide vocational counsel? Individual attention for problem boys? "The school offers a course in occupations. The teacher of this course, the Scoutmaster in the vicinity, Mr. B., of the West Side Community Center, advise with the boys individually about a life work."

9. Enumerate any especially enjoyable or disagreeable features of the school?

10. What was the enrollment at the beginning of the year? "479." How many new enrollments during the year? "101." How many dropped out during the year? "80." These figures are for the West Side Junior High School from September 17, 1927 to April, 1928."

SCHEDULES ON BUSINESS OR INDUSTRY

Attitudes

Schedule 1. A Schedule for Obtaining a Boy's Attitude toward Work and Finances.

10. Thinks it a moral necessity to work regularly; regards it as best and possible for him to have steady year round work at a trade or profession. Sees joy in doing his part in the world's work.

9. Regards work as necessary; sees value of regular employment, skilled labor, etc., and thinks this is possible for him.

8. Regards work as necessary; satisfied with odd jobs and seasonal employment, partially skilled labor; little or no thought of advancement.

7. Regards work as necessary, satisfied with unsteady and and unskilled labor, no thought of advancement.

6. Thinks he is not duty bound to work regularly; thinks it all right to be unemployed unless he can work at his own particular line.

5. Admits he should work steadily, but says his associates who are unemployed influence him toward unemployment and shiftlessness.

4. Excuses his habitual shiftlessness, loafing, etc., on pretext of ill health, some defect, scarcity of work, etc., which seem to be largely imaginary or untrue.

3. Excuses unemployment on account of drug or liquor habit.

2. Thinks he would not be satisfied to work regularly because he has so long made a living otherwise.

1. Regards people who work as "hoosiers","easy marks",etc.

Remarks: "Thinks he would like to be a Railway Expressman."

Schedule 2. A Schedule for obtaining a Boy's Attitude toward Honesty and Stealing.

10. Regards honesty as essential; realizes value and strength of honesty, sees no good nor justification for dishonesty.

9. Regards honesty as good policy in general, but thinks there are occasions where questionable or dishonest trickery would be justified.

8. Thinks dishonesty and stealing might sometimes be justified on account of poverty or other misfortune.

7. Regards honesty as the right course, but thinks that strict honesty is impracticable in this world, because of so much crookedness in business, etc.

6. Justifies repeated stealing and acts of dishonesty, because he thinks people are all more or less dishonest and he has a right to "get his" as others do.

5. Admits stealing is wrong but thinks it an easy way to get along without work; would chance punishment rather than work honestly.

4. Justifies stealing as a sort of revenge against what he conceives to be dishonest methods of successful men.

3. Regards stealing as inevitable for himself on account of being incapacitated by drug or liquor habits.

2. Regards stealing as a game of chance which he enjoys just as a gambler is obsessed with the game of chance.

1. Justifies stealing, burglary, etc., with little regard for human life because he has been punished by law, and he thinks he is persecuted; spirit of revenge.

Remarks: "I asked him what he thought of the recent 'Home Trust Holdup.' He said he thought that was bad and he believed it was possible to get along in this world without stealing. 'Even little things lead you to steal bigger things and pretty soon you are a real thief or a bandit.' He seems to be very truthful and kind hearted."

Performance

A Schedule for Obtaining a Boy's Performance in Business or Industry.

1. Is he a union member? What Union?

2. In regard to his union or any other organization pertaining to his occupation:

   a. How often do they meet?

   b. How many meetings did he attend the past year?

   c. Does he hold office or have any special function in the group?

   d. Has there been any complaint about his behavior or performance of his duties in the group? What and why?

   e. Has there been any penalty inflicted upon him by the group during the past year?

3. What different firms or persons has he worked for within the past year? What was the reason for the discontinuance of his services in each case?

4. Has there been any complaint or commendation by his employer within the past year on any of the following: interest in work, reliability, quantity of output?

5. In a few words state the nature of his duties.

6. How far is his work from his residence?

7. What does he plan to do for his life work? Is his present job one of the stepping stones to that work?

Remarks: "Boy No. 1 has no regular employment so this schedule does not apply."

Characteristics

A Schedule for Obtaining the Characteristics of the Place where the Boy is Employed.

1. Does the industry have a personnel department or any kind of machinery for adjusting complaints? Describe briefly the plan.

2. Are the rewards contingent upon and in proportion to the efforts of the workers? Outline the plan used.

3. Is there opportunity for promotion? Give details.

4. Does the job call for the exercise of his judgment or ingenuity? To what degree?

5. Do the workers have any voice in the management of the industry?

6. List the precautions taken by the industry where he works to safeguard the health and safety of the workers.

7. List the facilities and provisions for caring for the sick and victims of accidents.

8. What does the company do for the employees who meet with accidents while at work?

9. Is the industry in continuous operation or is its activity seasonal?

10. List the conditions upon which employees are discharged or "laid off".

11. List the evidences that the company does or does not have a sincere interest in the welfare of its employees?

12. What is the rate of turnover of the industry's employees?

13. Are the directing or supervising officials who come in direct contact with the boy popular with the force of workers they supervise? Why?

14. What evidences are there that it is or is not an efficient productive industry?

15. Write down any disagreeable features of the work such as excessive heat, undue exposure, great noise, bad odors, dampness, cold, excessive speeding, unusual demand on physical strength, excessive hours, too short lunch period, unreasonable rules, dust, dirty smudges, monotony, etc.

16. Write down the especially attractive features of the work if there are any.

Remarks: "This schedule does not apply as Boy No. 1 is not regularly employed."

SCHEDULES ON AGENCIES OF SOCIAL LIFE

Attitudes

Schedule 1. A Schedule for Obtaining a Boy's Attitude toward his Associates and Environment.

10. Realizes the value of choosing environment and associates which inspire to useful citizenship and the development of the better faculties of mental, moral, and physical being.

9. Sees values in associating with people who inspire to useful citizenship, but feels that it does not offer enough enjoyment.

8. Thinks there is value in associating with good people, but thinks it is impractical for him because of poverty, past life, or circumstances under which he was reared.

7. Thinks that saloons, pool halls, etc., affords desirable associations because he enjoys the relaxation and lack of restraint; admits this association has its dangers.

6. Thinks that pool halls, saloons, gambling games, etc., afford desirable associations for him because he has grown up like the friends found there; shows little or no desire to change.

5. Considers association with righteous people undesirable and effeminate because they do not indulge in drinking, immorality, etc.

4. Considers the association of immoral and unrighteous people natural for him, and desirable because of the indulgencies it offers.

3. Thinks no one has a right to question his association with the immoral or unrighteous.

2. Regards association with criminal and immoral class desirable and profitable for him because he makes crime and immorality his business.

1. Resentful and revengeful toward anyone who would question him or interfere with him for associating with the criminal and immoral.

Remarks: -

Schedule E. A Schedule for Obtaining a Boy's Attitude toward Self Control.

10. Believes in being aggressive for his ideas of right; would acknowledge just claims of others; would handle unjust attacks or encroachments only legally.

9. Believes in being aggressive for own interests; likely to be inconsiderate for the just rights of others, but would not willfully or maliciously violate the rights of others.

8. Justifies holding a grudge against one who has wronged him; would seek to get even preferably by legal means.

7. Considers it a personal honor to fight if wronged by another; thinks this the proper way to settle disputes.

6. Considers it a personal honor to fight if called some insulting name.

5. Justifies or excuses quick temper which leads him into fights.

4. Justifies fighting on little provocation; inclined to be proud of it; combative, bully.

3. Excuses or justifies seeking fight with weapons in spirit of revenge.

2. Would justify underhanded means of getting revenge upon one who interfered with his desires; likely to exaggerate imaginary grievances.

1. Believes all human desires are right and therefore thinks there is no need of self-control. A man would (in his estimation) be justified in doing whatever he wanted to do.

Remarks: "He comes by this honestly as he said his father always made him take his own part. He said he did not pick a fight but would fight when others infringed upon his rights."

Performance

A Schedule for Obtaining a Boy's Performance in Agencies of Social Life.

1. List the groups of which the boy is a member or has been within the past year. "West Side Community Center Basket Ball, Baseball, indoor games, and Boy Scouts."

2. Describe briefly the program of activity of each group of which he is a member or has been within the past year. "Basket ball and baseball teams play games and have a few practices. The program of the Boy Scouts is more or less universally familiar. The indoor games are those found in game rooms."

3. In regard to each group:

   a. How often does the group meet? "Scouts meet once a week, all year. Baseball and basket ball meet twice a week during the season. Indoor games are more or less continuous activities."

   b. How many meetings has he attended during the past year? "In regard to all three organized groups he was regular in attendance. He seldom missed."

   c. Does he hold office or have any special function to perform in the group? "No."

   d. Has there been any complaint about his behavior or the performance of his duties? What and why? "None in the Scouts. In the other two he was stubborn on certain occasions wanting things his own way. Mr. B. (coach) said it was because he was petted at home."

e. Has he had any penalty of any kind inflicted upon him during the past year? What and why? "Mr. B. says we sat down on him. That was all that was needed. Once he walked out and went home. He gave no trouble in his scout troop."

4. How far are the headquarters of each group from his residence? "Base ball, basket ball, and indoor games, one-half block. Boy Scouts next door.

5. Is he in conflict with any members of the groups? Describe briefly the nature of such conflict. "He got along with the members of the group. He seems to be more or less an individualist."

6. What commercialized amusement establishments does he frequent? Make a list. Average number of times he goes during a month. "Summit Street Theatre and Regent Theatre for movies. New Centre, 12th Street, Lyric for movies and "hot" vaudeville acts. He has been to the Gayety and some other theatres a few times but the above ones are the ones he frequents most. He says he goes to the shows three or four nites a week and sometimes when he is down town he will see two or three in one day and often sits thru the same show twice. He is beginning to patronize dance halls (cheap ones)."

Remarks: -

Characteristics

A Schedule for Obtaining the Characteristics of the Agencies of Social Life in which the Boy Functions or Should Function.

1. What agencies of sociability (Social life) are within a mile of his residence such as social settlements, gangs, athletic teams, Boy Scout Troups, Y. M. C. A., etc.? "All of the above named are represented. There are two social settlements within a few blocks of his residence."

2. Are the above agencies ample to meet the need? "They are not ample to meet the need but are sufficient to furnish this particular boy with plenty of activity for his spare time. I am speaking of where he has lived this past year. In his new residence they are not so plentiful."

3. Are there nationality, racial, or other animosities that prevent these agencies from functioning properly in the community? "No."

4. Are there other agencies such as pool halls, dance halls, gambling dens, indecent shows, etc., being operated in the neighborhood? List these and indicate in regard to each what objectionable features, if any, obtained therein. "All of the above agencies are represented in the neighborhood where he has lived until the middle of May this year. The neighborhood in which he is now living is a little better neighborhood. I know there are pool halls, dance halls and indecent shows within reach of the boy in both neighborhoods. About gambling dens I am not so sure."

5. What are the activities of each autonomous group or gang to which the boy belongs? Name any destructive features also any constructive features. What objectionable persons are there in the group? In what particular way is each person objectionable? "The groups to which the boy belongs listed on the previous page have constructive features. Two of the groups teach team work and develop the body physically. Boy Scouts have a program which appeals to boys the age of Boy No. 1 because of its variety of activities."

6. What helpful persons are there in each group? In what particular is his influence beneficial? "The leaders of all the groups of which he is a member are clean, honest, upright and religious persons. They try to establish high ideals and to inspire their boys to noble things, inculcating such virtues as cleanliness, teamwork, honesty, reverence, cheerfulness, etc."

Remarks: "Before Boy No. 1 moved to his present address, he lived in one of the poorer districts of the city, the West Side. In that area, there is almost every device for evil that can be found in the city; such as houses of prostitution, gambling dens (I have been told), liquor joints, indecent shows, etc. On the other hand there are such constructive agencies as churches, social settlements, Boy Scout troops, etc. It is more or less a case of competition for the spare time of some of the boys that live on the West Side. The commercialized amusements sometimes seem to offer the most attractive programs to some of the boys of the neighborhood. Living in his present vicinity, the opportunities for vice are not so great.

SCHEDULES ON THE CHURCH

Attitudes

A Schedule for Obtaining the Boy's Attitude toward the Church; His Religious Philosophy.

10. Has high regard for church and its ideals. Very devoted to the church and has intelligent conception of the function of religion. Attends church regularly and supports it liberally. His daily living a good example of the moral teachings of the church.

9. Thinks the church a good organization and a necessity. Attends irregularly and supports it sparingly. Sympathetic with its ideals but when asked to support it, he counters with a criticism of its method and procedure. Has a pet scheme of his own which he believes provides a way to right living without assuming church obligations. He has good morals but does not give the church the credit for them.

8. Erratic in his devotion to church. He oscillates from apparent indifference to sincere zealousness depending on the appeal of its program. Responds only to direct stimuli in church matters. His moral efforts and financial support continue only in the high pressure of a revival. He explains his laxity as a decline of the spirituality in the church.

7. Indifferent to high ideals of the church though his morals are fair according to conventional standards. Attends spasmodically because he likes the people who go there. He also values the contacts he makes there and thinks he will profit by going. Thinks membership in the church and friends he makes there will give him added prestige and help him further his selfish interests. Secretly his attitude is one of questionable nature.

6. Attitude toward the church and religion neutral. Does not consider either of any particular importance. Admits he would not want to live in a community where there was no church. Considers both church and religion harmless. Morals fair. Seldom attends, supports it less.

5. Holds church lightly. Thinks it all right for women and children and old men but has nothing to offer to a real "he man." Believes any show of emotion, sympathy, or spiritual refinement a sign of weakness.

4. Thinks church and religion are subjects for jesting. Believes the church an unnecessary institution and probably does more harm than good. He never attends church and gives nothing to its support.

3. Openly opposes the church. Thwarts its program when it comes his way, although he does not go out of his way to fight it. Professes to have no use for the church or church people. Thinks church workers are non-producers and should be made to work for their living as he has to do.

2. Openly abuses the church and church people at every opportunity because he is opposed to its moral censorship. Believes it has lost all of its good qualities if it ever had any. Classifies church people as jellybeans and molycodles or cowards and crooks. It shields both classes. Thinks church workers enemies to humanity. Thinks the church should be destroyed because it constantly interferes with his plans.

1. Thinks the whole of society one grand chaos. Sees no use for the existence of the church or any of the other agencies of social control because they interfere with his personal liberty. Philosophy one of despair and hopelessness. Considers life not worth the living. Has no sense of morality.

Remarks: "Boy No. 1 attended the West Side Baptist Sunday School regularly for an entire year. He received a prize of a nice Bible for attending for 52 Sundays without missing a Sunday. He says the church is all right and that he would attend regularly if there was one in his neighborhood."

Performance

A Schedule for Obtaining a Boy's Performance in the Church.

1. What, if any, church groups or activities of the church has he participated in during the past year? List them. "B.Y.P.U., Sunday School and Church Service occasionally."

2. With what church or churches are these activities connected? "The West Side Branch of the First Baptist Church."

3. How far is the church from his residence? "One-half block."

4. In regard to each activity:

a. How often does the group meet? "Every Sunday."

b. How many times has he been at the meetings during the past year? "Sunday School every Sunday. B. Y. P. U. about half the time. Church occasionally."

c. Does he hold office or have any special function to perform in the group? "No."

d. Has there been any complaint about his behavior or his performance of his duties in the group? What and why? "He speaks out of turn and it usually is about anything he has in his mind regardless of the seriousness of the interruption."

e. Has he had any rebuke or penalty of any kind inflicted upon him during the past year? What and why? "Sat down on him."

f. Has he dropped out of any group activity during the past year? What and why? "He quit coming to B. Y. P. U. on account of poor leadership; the boys lost interest."

Remarks: -

Characteristics

A Schedule for Obtaining the Characteristics of the Boy's Church.

1. What is the membership of the church? "350." What is the average attendance of the Sunday morning service? "175."

2. What was the membership at the beginning of the year? "325." How many new members have been added during the year? "125." How many members have they lost during the year? "100 to 110."

3. Does the church have a graded sunday school? What special preparation have the teachers had? Is the material adapted to the pupils? What is the enrollment and average attendance of the sunday school? "The Sunday School is graded after a fashion. The S. S. teachers have picked up

what religious education they have. It is not a very high type of leadership. Enrollment 700. Average attendance 475."

4. List the activities sponsored by the church that are carried on for the young people. "B. Y. P. U., Sunday School, Orchestra, Choir, Boy Scouts, Girls Reserve."

5. Is the church opposed to recreational and social activities as a part of the regular program? "No."

6. Is the leadership of the church popular with its membership? Why? "Yes, fair leaders and not slave drivers."

7. Does the church have a kitchen, gymnasium, or other institutional features? "Everything complete."

8. Does the church have the reputation of being reliable in its business dealings? "It does."

9. Do the teachers and the pastor of the church condemn the schools of higher learning and the teachers of modern science? "No. But they do not believe that a number of things which scientists teach are really true. They believe that a greater part of it is somebody's individual idea."

Remarks: -

SCHEDULES ON THE GOVERNMENT

Attitudes

A Schedule for Obtaining a Boy's Attitude toward Authorities and Government.

10. Regards government as a means of obtaining a higher expression of life; regards law and order as essential; expects to obey the law; respects officers of the law as such.

9. Regards law and order as quite essential for society but thinks that he has a right to be careless about obedience to laws which he regards as non-essential for himself.

6. Regards government as something he must obey for fear of punishment rather than on moral grounds.

7. Regards law and order as necessary theoretically but fails to see the destroying elements of disobedience to law; excuses what he calls minor offenses.

6. Regards laws as desirable, but thinks that honest and just government is impracticable now and so justifies and excuses unlawful conduct.

5. Shows very little appreciation of the benefits of and necessity for law; acknowledges no particular moral obligations to the law.

4. Shows marked indifference toward the law; cares little about law breaking.

3. Shows disregard for law; hostilities to authorities as such; proud that he has eluded the law.

2. Takes the attitude that law and government are means used by grafters and wants to beat them at the game.

1. Thinks that he is being persecuted when punished for infractions of the law; shows bitterness and spirit of revenge toward authorities.

Remarks: -

Performance

A Schedule for Obtaining a Boy's Performance in the Government.

1. Has he ever been arrested? What was the occasion for such? What was the penalty? "Brought before Juvenile court because of non-attendance at school. Ordered to attend regularly. Placed in Detention home in St. Louis as a runaway boy. Kept there ten days."

2. Is he at present under any legal restraint such as on probation, etc.? "No."

3. Does he associate with boys who have a "record"? "His S. S. teacher suspects that he does. But not to my knowledge."

4. Has there been any complaint as to his conduct by the neighbors or other members of the community? "No."

5. Has the boy had any personal contact or conversation with any police officials during the past year? What was the nature of it? "None other than the time he was taken to the Detention Home in St. Louis."

6. Has the boy been threatened with the police by anybody during the past year? "No."

7. Has the boy actually violated any laws during the past year? "Yes. He drinks home brew, and has sexual irregularities with girls under age."

8. If so has he confessed these violations to any of his superiors? "He told me about most of his escapades."

9. If so has he done anything voluntarily to make amends for his delinquency? "No."

10. Does he avoid the police or hide out from them? Why? "No."

Remarks: -

Characteristics

A Schedule for Obtaining the Characteristics of the Government under which the Boy lives.

1. Does the community have (and does it function in the boy's neighborhood) adequate machinery for securing justice? "The machinery is adequate enough if the ones interested in justice would bother to try to do justice to the ones wronged."

2. Are there laws providing for decent sanitary living conditions? Are they enforced in the Boy's neighborhood? "Yes. Some bad housing conditions are overlooked."

5. Are there laws prohibiting the operation of vice resorts, gambling dens, etc., and are they enforced in this boy's neighborhood? "There are such laws but the enforcement is quite lax."

4. Do the state authorities make an honest effort to apprehend law breakers and keep order? "In some instances yes, others no. It depends on the social pressure. Some acts are sufficiently condemned to bring about the enforcement of the law, in some others this is not the case."

5. Are there sufficient public improvements in keeping with other neighborhoods in the community? "No."

6. Is there sufficient number of policemen within the neighborhood to maintain order? "No."

7. Do very many of the delinquents of the neighborhood escape detection and punishment? "A number of delinquents escape detection and punishment."

8. Are the policemen on duty in the neighborhood generally suspicious of and antagonistic to boys or are they friendly toward them? "The policemen on duty in this neighborhood are friendly with the boys."

Remarks:

SUMMARIZE THE PROBLEMS OF CHARACTER AND RELATIONSHIP OF THE BOY STUDIED. (of which this is a report) OUTLINE YOUR SUGGESTIONS AS TO HOW THESE PROBLEMS MAY BE SOLVED. (attach extra sheets for this summarization and suggested solution).

CONCLUSIONS ON BOY NO. 1

The Outstanding Problems

The outstanding problems presented in this case are as follows:

1. A run-away boy

2. Sexual irregularities

3. Idleness

4. Intemperance

5. Truancy

Suggestions for the Solution of the Problems Presented

The problems of running away from home probably grew out of the fact that he had apparently lost all interest in school and had no other worthwhile project such as might be supplied by a job. This problem could be solved by the proper handling of vocational guidance. The boy insists that he wants to become a railway express messenger. The writer believes the first thing to do is to put him in touch with an experienced railway express messenger so that he can find out the requirements of such a position. This would either impress upon him the necessity of preparing for that kind of work or divert his attentions from it entirely. It would be wise to have him to decide definitely on this or some other occupation. This would either fix his interest on further schooling and solve the school problem or lead him into some job that would become an apprenticeship preparatory to his final pursuit. Either outcome would do away with his restlessness and pave the way for further education or training.

In this case the writer secured the confidence of the

boy and also secured quite complete information about him and his problems which gives him an opportunity and a certain obligation to help the boy. In the ordinary routine of social work where it is advocated that this program of investigation be used, the duty would devolve upon the person using the program to supply the boy with moral guidance. The writer believes the boy should be told in plain language the probable effects on him of intemperance and sexual immoralities. This should be done without any condemnation or air of superiority and without any sign of shock or emotional resentment. It appears from the investigation that neither the parents nor the scoutmaster nor the Sunday School teacher are aware of the sex offenses, and that only the parents are aware of the intemperance and they do not realize the danger involved. The cooperation of all these should be elicited in an effort to give the boy saner views and higher ideals.

The gathering of the data and analyzing this boy is as far as the writer has undertaken to go in this thesis. The next logical step would be to have a "Case conference" in which his "Home Room schoolteacher, scoutmaster, Sunday School teacher, a boy's worker, a psychiatrist, a psychiatric social worker and a physician should take part. The Case Conference is such a well developed tool among social workers that it hardly seems necessary to use it in order

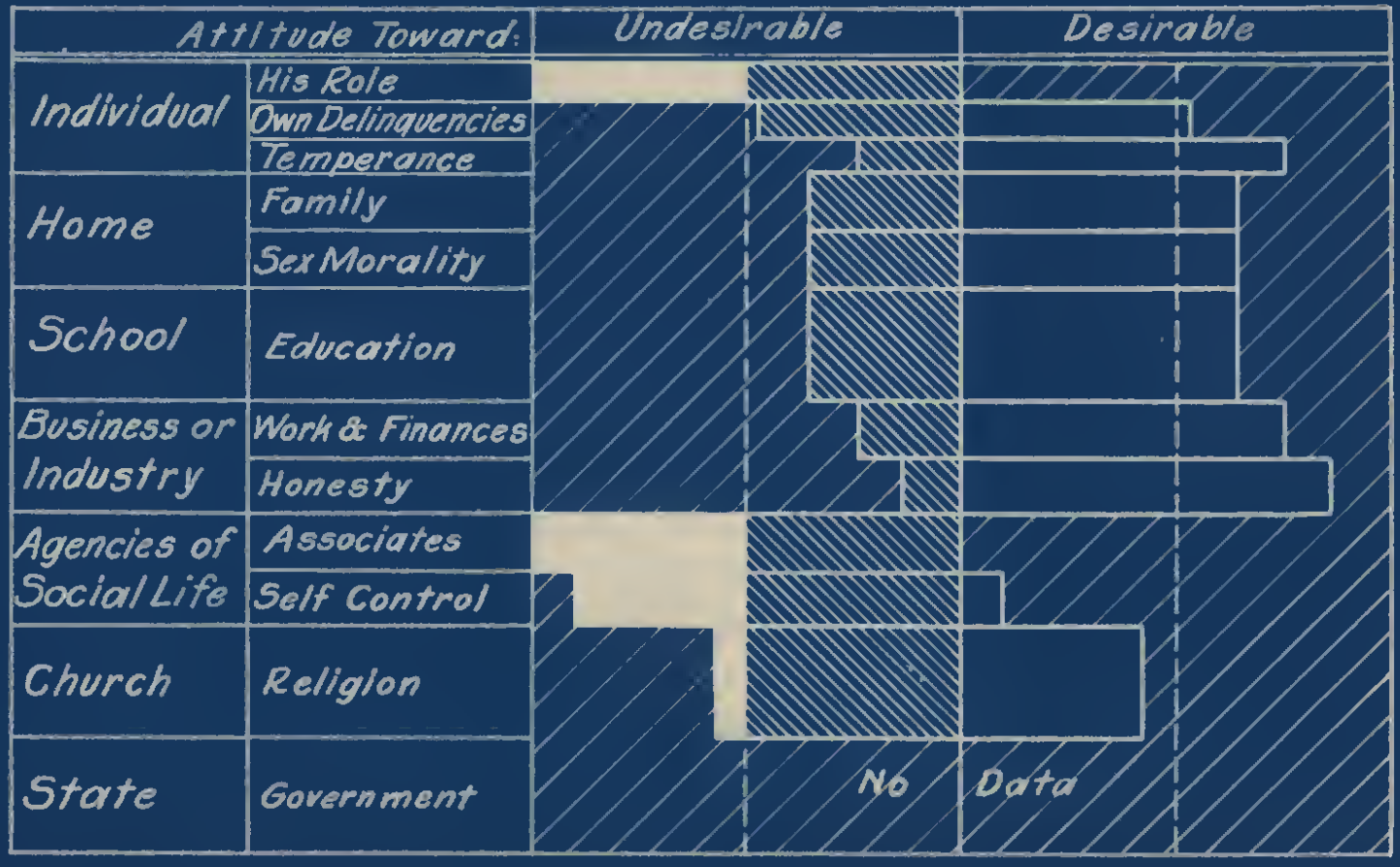
to demonstrate a process or method which has already been demonstrated so many times. The primary purpose of such a conference is to interpret the data and make a "plan" for the rehabilitation of the "case." Just as a physician calls a consultation on a difficult case so the social worker does the same. The demand on the time of the volunteer participants in such a conference would be too great for every case. The effect of such a conference must be gotten by the worker consulting each one of these persons individually as was done in this case.

PART XII. PARTIAL DATA ON NINE CASES

Case Number 2

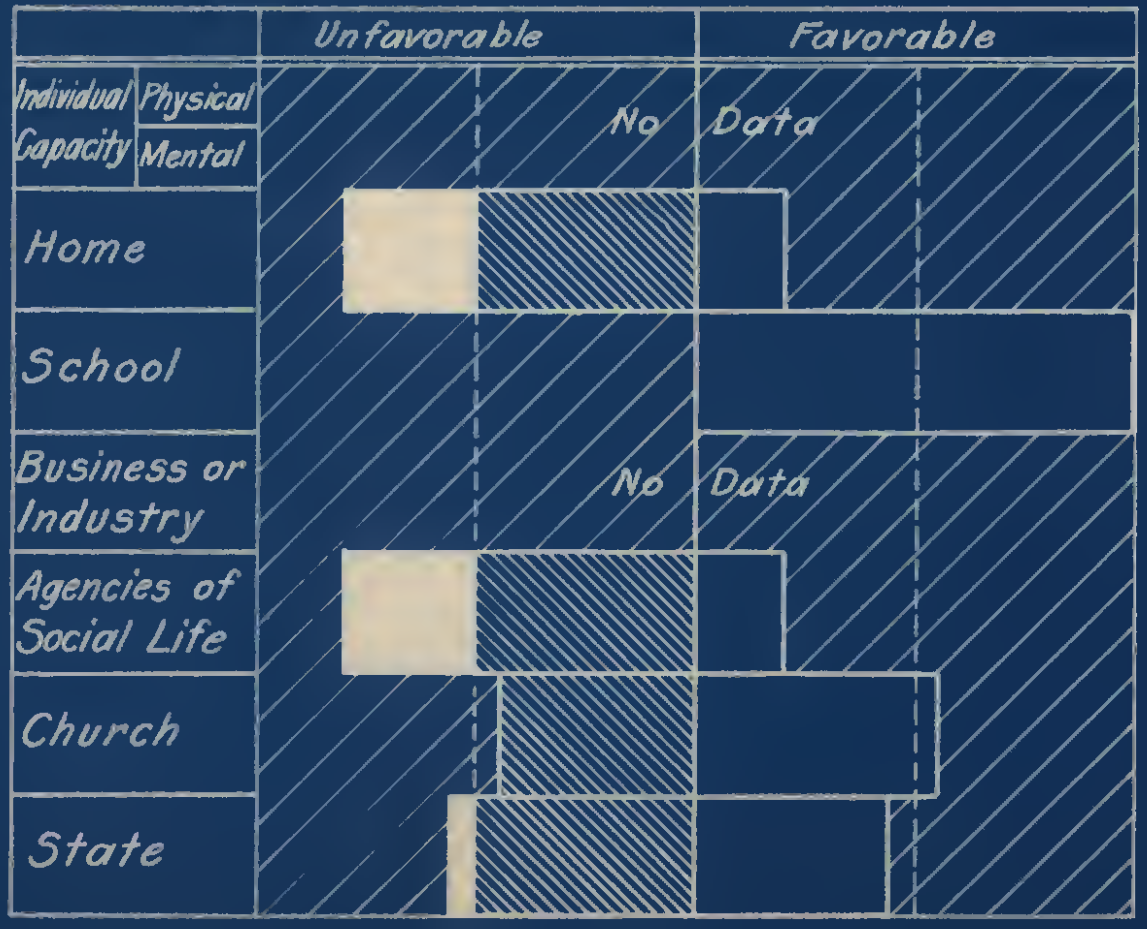
At this point I wish to present the summary of a case prepared by Miss S., a teacher in the Kansas City, Kansas schools, who was taking a course in sociology in the extension department of Kansas University under Mr. L., professor of sociology in the Junior College of Kansas City, Missouri. Miss S. was one of eight students that were used in trying out these schedules. These students that were not asked to secure a physical and psychiatric examinations of their cases as the technique for making such examinations is already established. The following three graphs represent the summary of what Miss S. learned about her case.

Graph No. 4
Boy No. 2
Graph of Attitudes



Graph No. 6
Boy No. 2

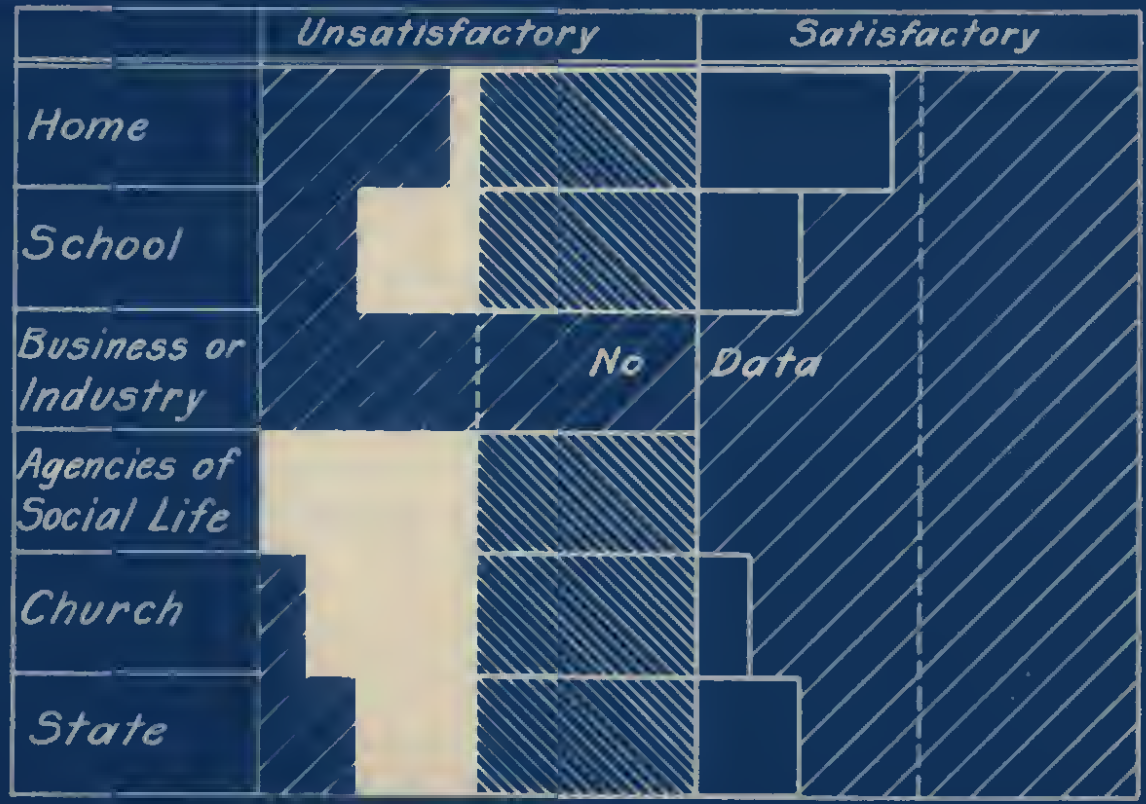
Graph of the Characteristics of the Institutions and the Capacity of the Boy



Graph No. 5

Boy No. 2

Graph of the Degree of the Boy's Performance in the Institutions



The summary as portrayed by the three graphs was selected for partial presentation because it was one of the worst cases studied and the graphs show a striking picture of serious delinquency. In a general way this boy's performance is worse than would naturally be expected from his attitudes and the deficiencies in the different institutions of society with which he articulates. Of course it is possible that the discrepancy may be due to an incorrect judgment in rating the different factors portrayed on the graphs but it is not necessary to make this conclusion because there is a possibility of explaining the bad performance of the boy on the grounds of mental defects. While Miss S. did not have an all round physical and mental examination made of her boy by a clinic she does report enough to indicate that this boy's conduct cannot be accounted for without an examination of his physical examination capacity including his health in both spheres. She says "boy No. 2 has a horseshoe shaped scar over his left temple caused by an auto accident early in March, 1927 from which he suffered a fractured skull. Boy No. 2's chief trouble viewed superficially seems to be that he is 'too good a mixer.' He has an impulsive, irresponsible nature and his life has been rather full of 'downs' and a few 'ups'. His drunken father for the most part has been unkind to him, and economic difficulties have been the family's portion for the same reason. The

course of Boy No. 2's maladjustments and irritating conduct which has driven his teachers, church workers and neighbors to distraction, in the writer's opinion, are not due to natural depravity, but to a defective inheritance manifest through intellectual and emotional weakness. A nervous and biologically weak little mother, and an alcoholic father may be equally responsible. Malnutrition a third party to the crime, and environment may plead guilty to being the fourth assistant. His serious accident has added fuel to the flame. His inferiority complex is another motive for misconduct. He craves attention and recognition, hence he is boisterous. The boy needs the attention of a psychiatrist, vocational guidance. There should be created a sense of responsibility to some task however small. Something to stabilize his character. Change environment and associates would doubtless be beneficial if he could move to a neighborhood of higher standards and ideals. He is neither a leader nor a good follower. He lacks a cooperative spirit."

In order to make clear to the reader what we mean by an attitude we must first define the word. "By an attitude we understand a process of individual consciousness which determines real or possible activity of the individual in

the social world."[1] If the activity is real it can be either physical or mental. If it is physical the result will be an habitual way of doing a thing, if mental it may be only an habitual way of thinking and a tendency to act in this given way.

After a definition is agreed upon the next step is to set up some kind of machinery by which attitudes can be measured. The task of making a scale for the measurement of attitudes has been a long and arduous process. No claim for perfection is advanced for any of the scales. However, it appears that the idea of having scales is a good one and needs further development. In making the selection of subjects on which to test attitudes of boys those were selected that appeared to be most important in the experience of all boys. In finding these subjects current popular concepts were largely followed.

The popular criteria of misbehavior are indicated by the common complaints made against boys. In a general way the things that are complained of most are the ones that thwart or annoy the persons that are responsible for the successful administration of the institutions of society. For example a boy is very combative --a bully -- thereby making disorder in every group where he functions. A boy

1. Thomas, William I., and Znaniecki, Florain, The Polish Peasant in Europe and America, Vol. I (Reprinted in part in Case, Clarence M., Outlines of Introductory Sociology, p. 82.)

may be very dishonest and steal material, thereby presenting a problem to his employer. A boy may be very indulgent in immoral sex practices thereby causing danger of lifelong injury and embarrassment to the women involved or possibly to children.

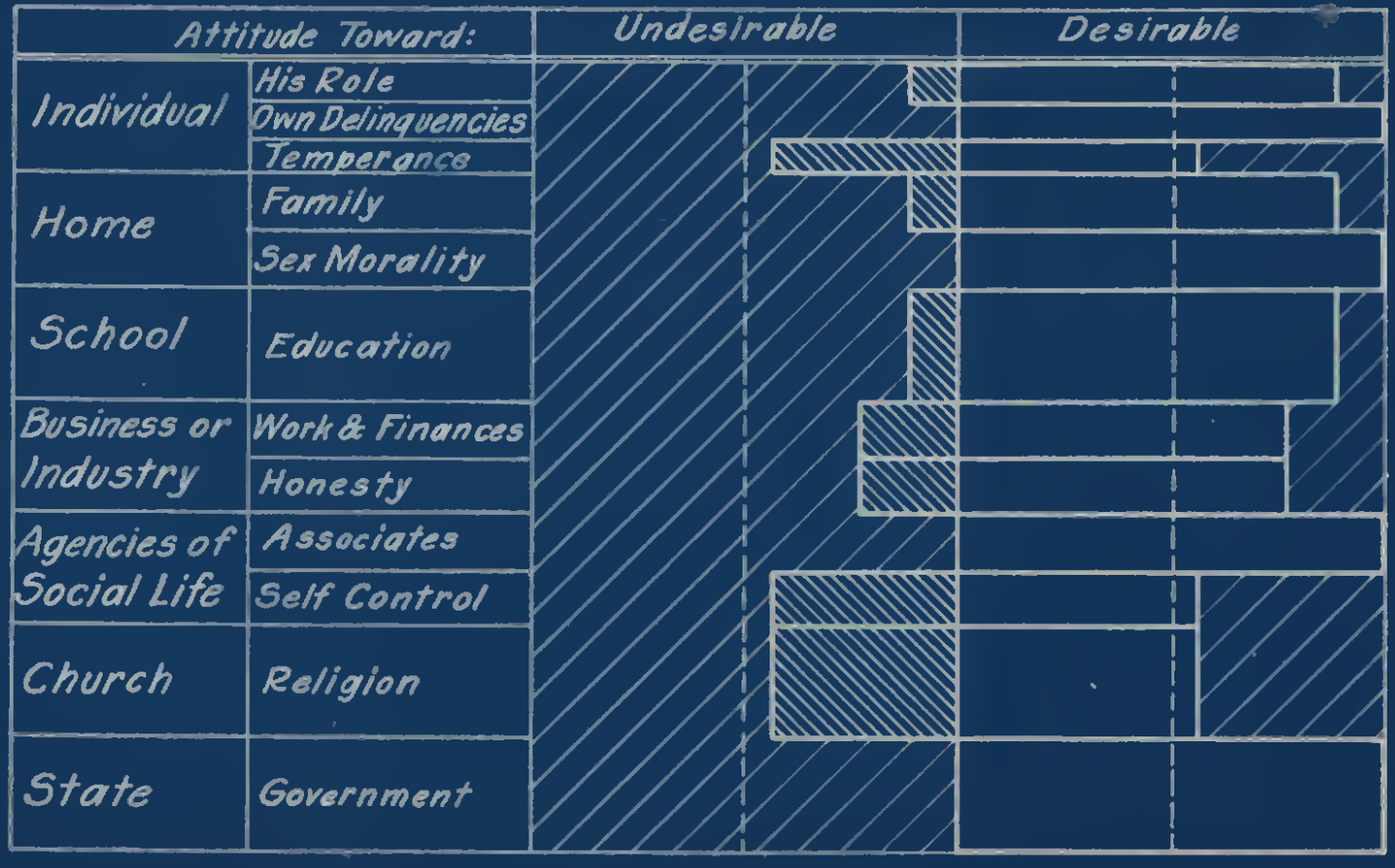
Eight Attitude Graphs

The application of the idea of rating the attitudes of the boys has been fairly well worked out in the cases handled by the students. But the rating of each boy's performance in the various institutions and the rating of these institutions themselves is inadequately worked out. On account of lack of time and experience on the part of the volunteers who aided in testing this procedure, the information is incomplete. But even with the limited data we have the attempt to rate the boy's performance and the institutions has promoted a sensible attitude toward the boy and his problems. The habitual use of these schedules would soon bring about greater skill in collecting information and rating the performance of the boys and the institutions in which they must function.

The following eight graphs summarize the attitudes found to exist in eight boys which were studied by students. The fact that we do not have the corresponding graphs on

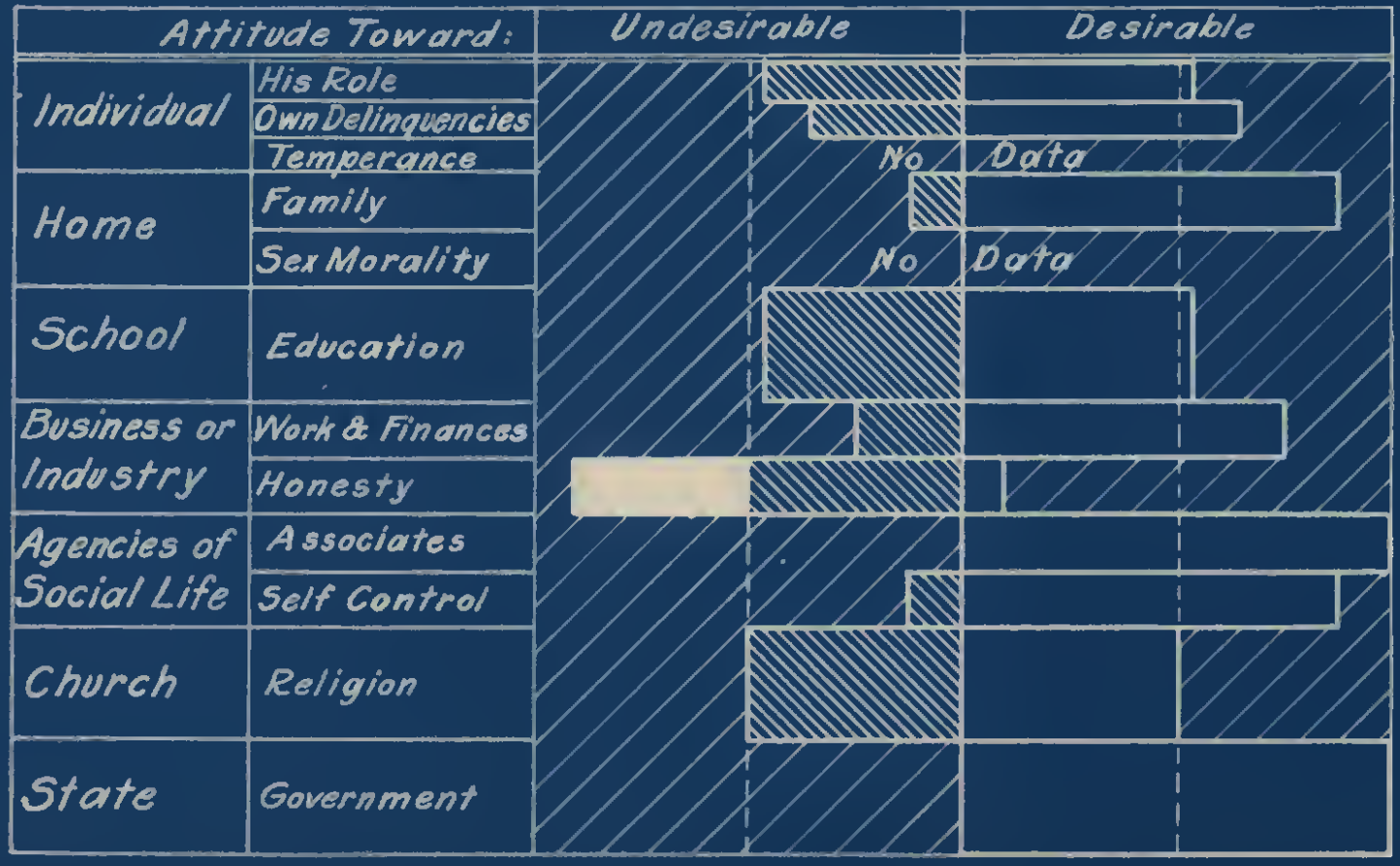
performance and the characteristics of the institutions and capacity of the boy makes it impossible to utilize them for making an analysis of the character and relationship problems of the boys involved. They are introduced because they show an interesting variety in the degree of delinquency in attitude and the type of delinquency.

Graph No. 7
Boy No. 3
Graph of Attitudes



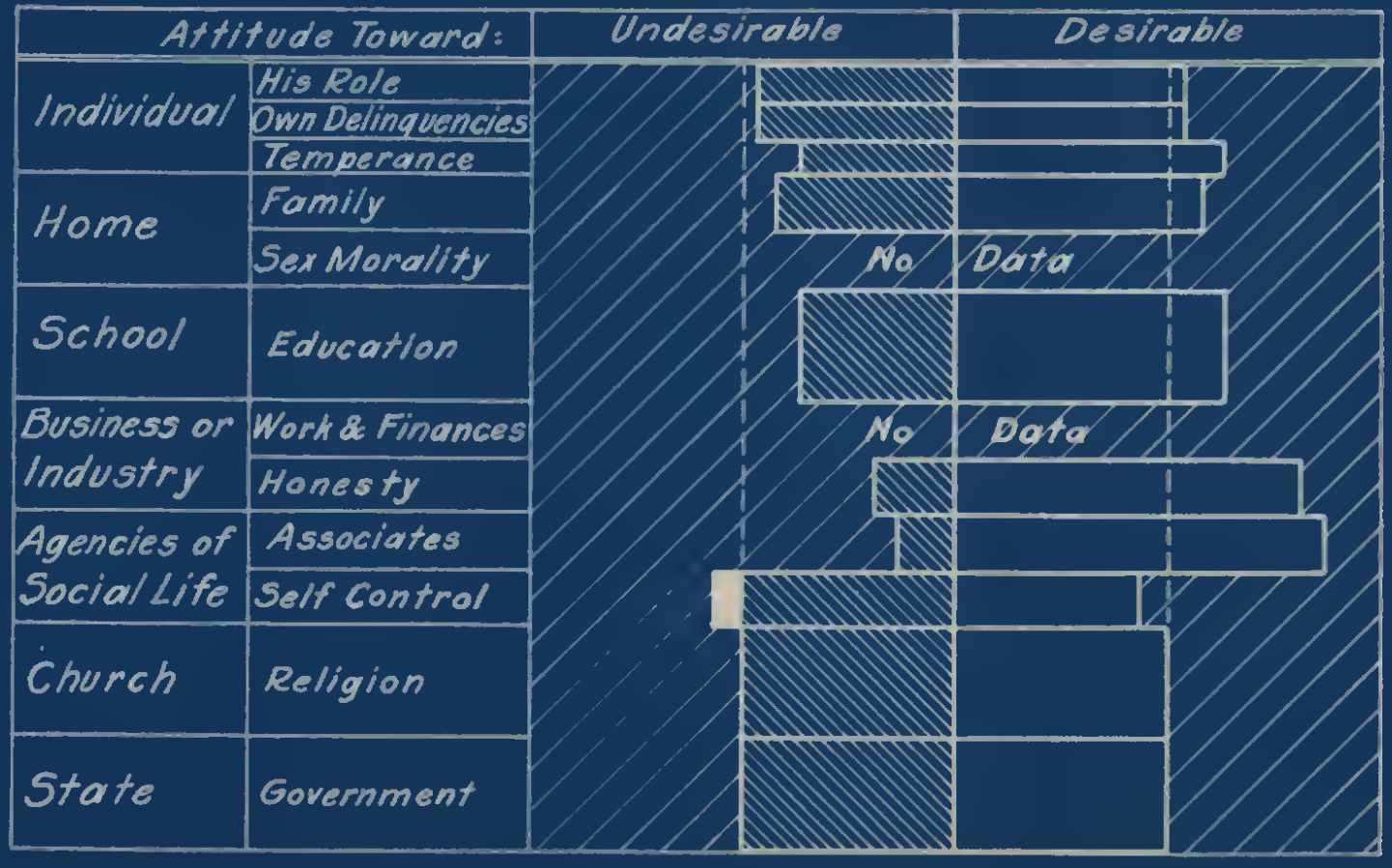
Attitude graph on Boy No. 3 gives us a picture of the boy whose attitudes are most satisfactory of all those studied. His attitude was all that could be desired in the following categories: His own delinquencies, sex morality, associates and government. His attitude toward the government is rated as entirely satisfactory in spite of the fact he had been arrested for stealing because his present attitude is expressed in his confession and sincere effort to make amends. He drinks and gets drunk occasionally and justifies it. Therefore the bar which portrays his attitude on temperance has a considerable shaded portion. He is inclined to fight without much provocation which is indicated by the bar on self-control. His attitude toward the church is that it has no particular significance at all. The schedules show that he ignored the church and seldom attended. This accounts for the shaded portion of the bar pertaining to religion.

Graph No. 8
Boy No. 4
Graph of Attitudes



Attitude graph on Boy No. 4 indicates that he has a particular undesirable attitude toward honesty. He was guilty of frequent stealing and was finally sent to the Industrial School for taking ten dollars out of the cash drawer in a drug store. He seemed to have an almost uncontrollable impulse to steal. His attitude toward this subject seemed to be almost involuntary. He expressed a desire to be corrected and wished to be sent to the Industrial School for the purpose. This latter desire led the investigator to rate his attitude toward the government as perfect. He had no interest in church or in school and was frequently truant in the latter.

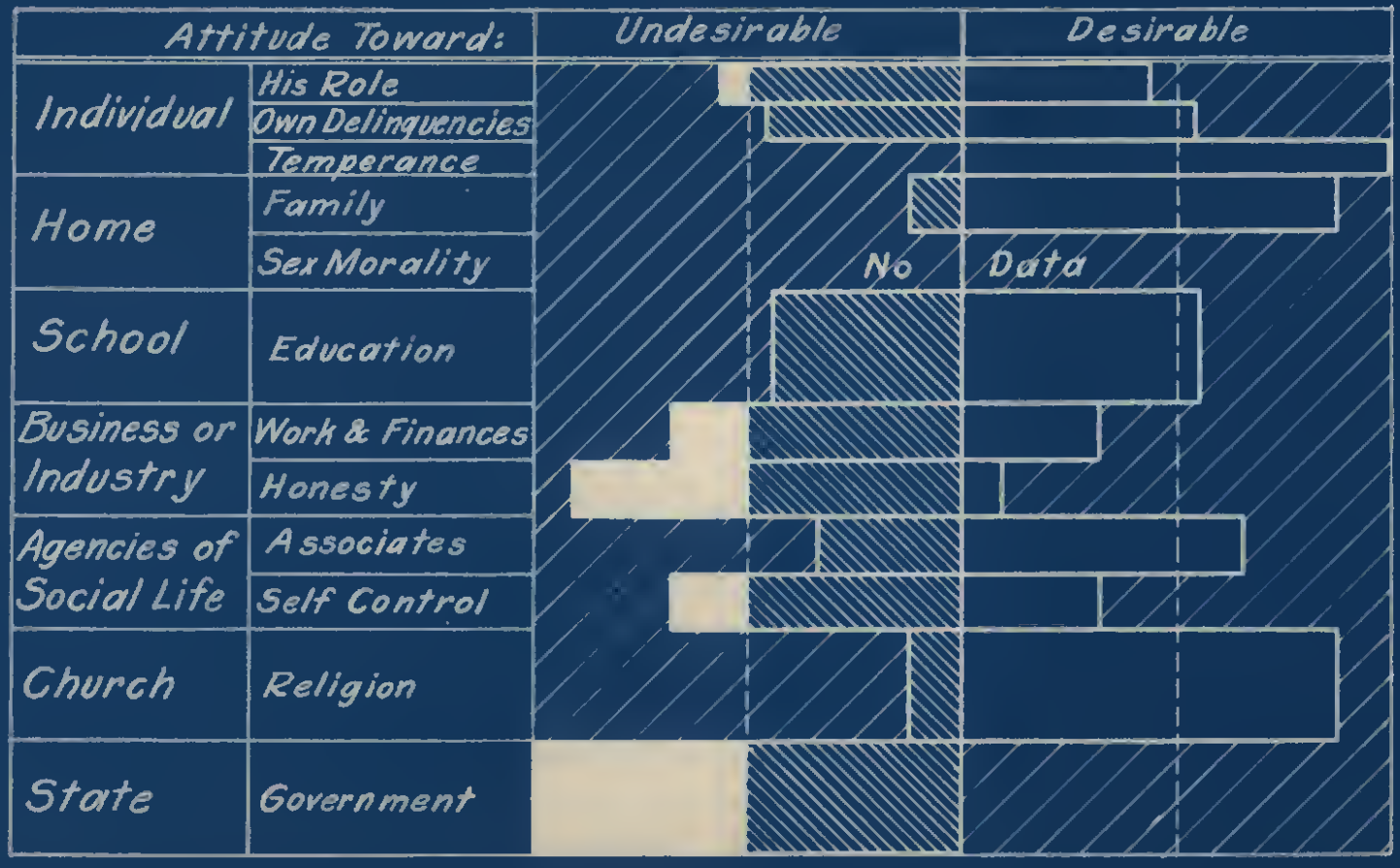
Graph No. 9
Boy No. 5
Graph of Attitudes



Attitude graph of Boy No. 5 indicates an undesirable attitude toward life in general. But he was honest and preferred good associates to bad ones. His worst point was his tendency to fight.

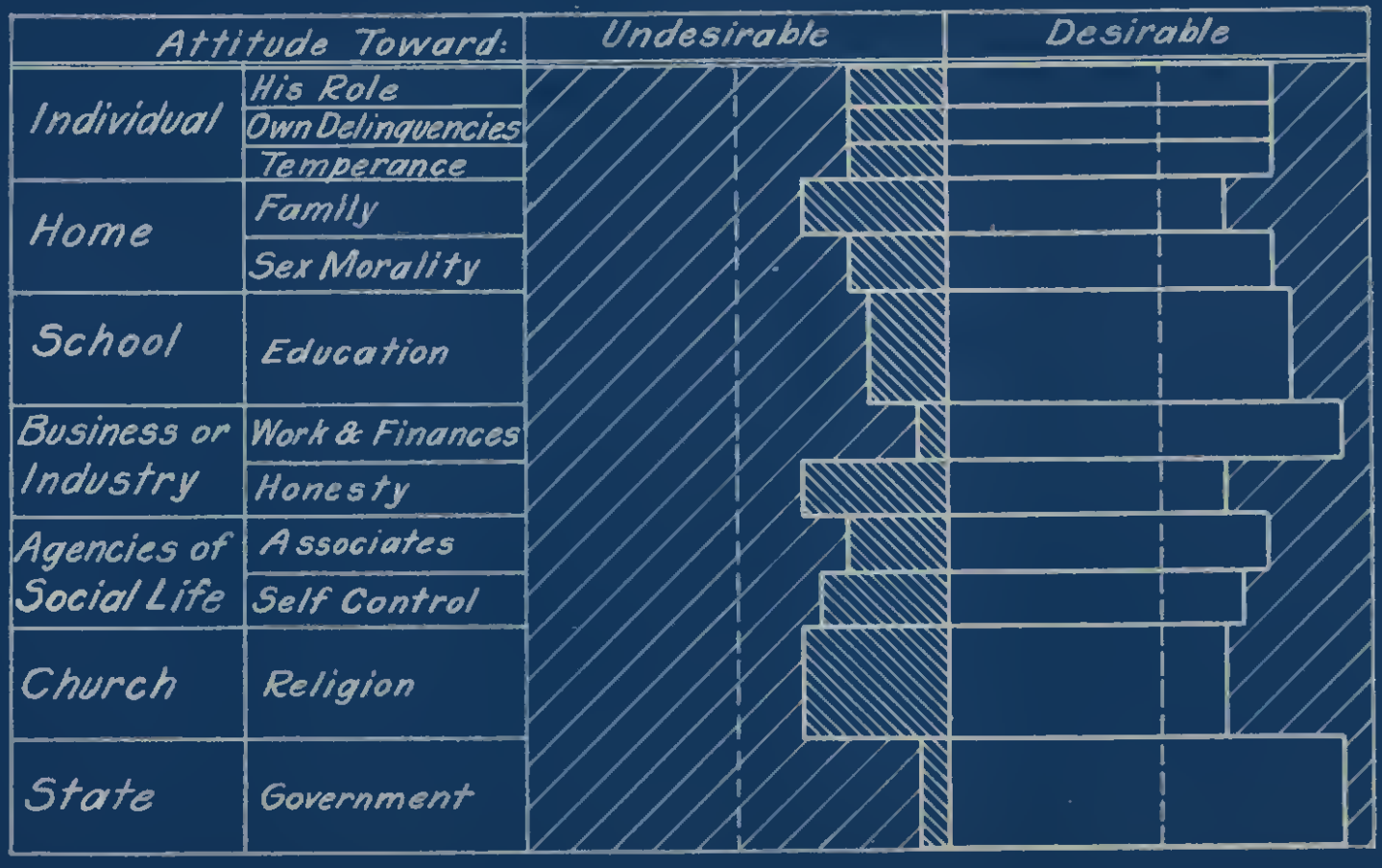
Graph No. 10
Boy No. 6

Graph of Attitudes



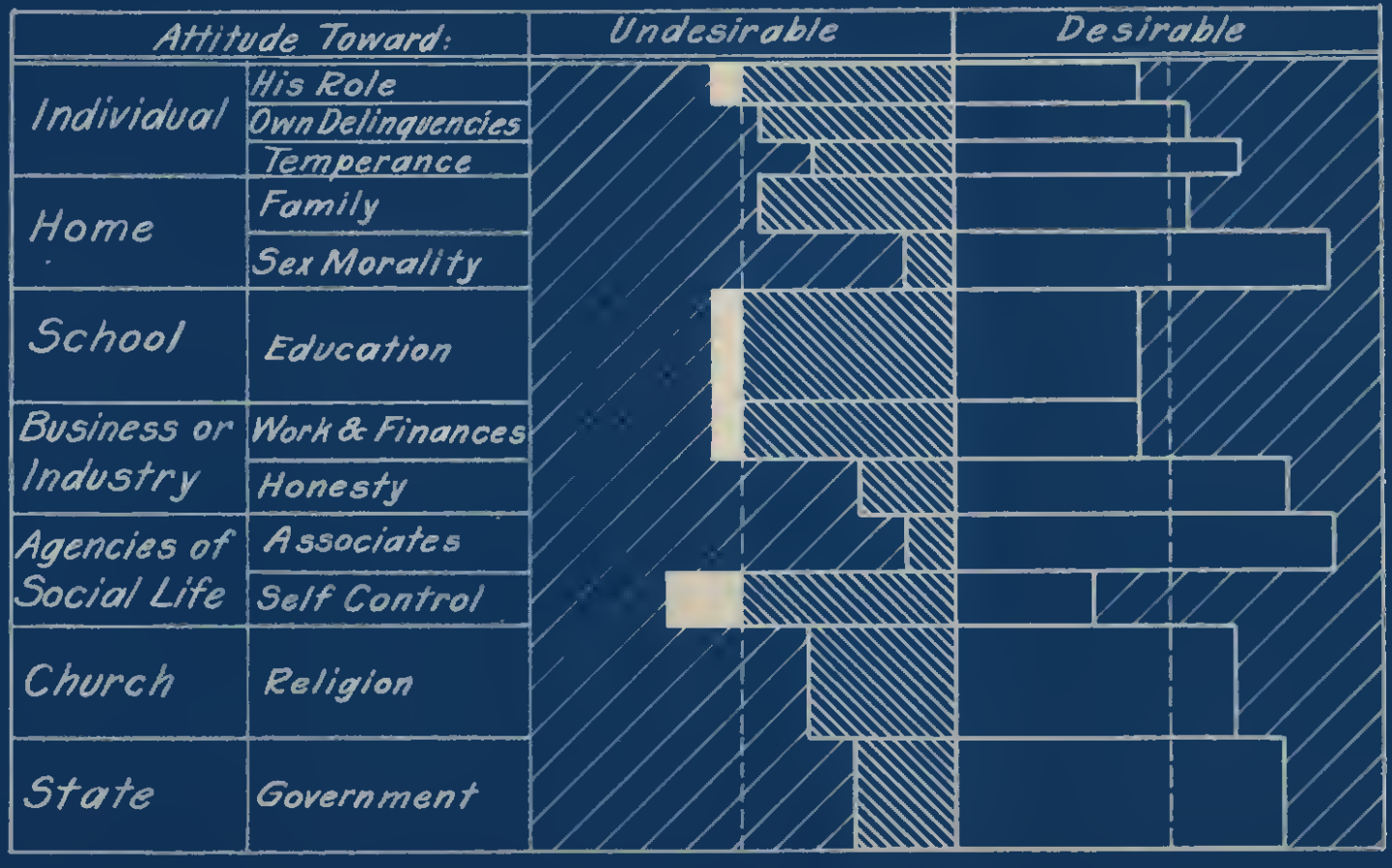
Attitude graph of Boy No. 6 portrays a boy who is a recidivist. He has been convicted of several offenses against the law. He is one of a few boys studied who was old enough to have experience as a paid employee in industry but he was shiftless. His attitude on temperance was entirely satisfactory. The student secured no data in regard to sex morality. The boy's attitude toward the church was that he thought the church was a desirable and useful institution. Although the part of the schedule which pertained to his performance indicated he seldom ever went to church.

Graph No. 11
Boy No. 7
Graph of Attitudes



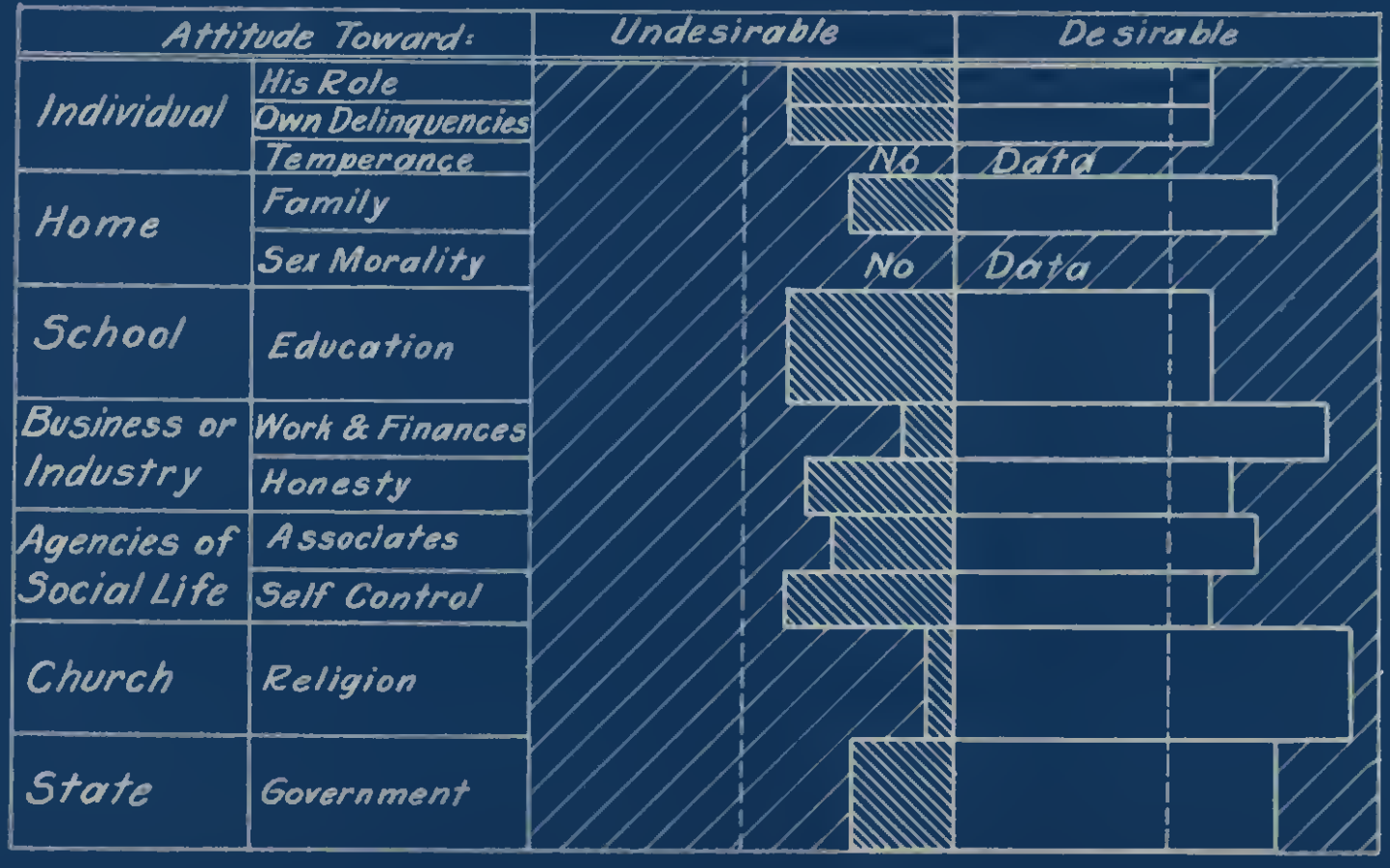
Attitude graph of Boy No. 7 indicates a fairly good boy. A few, if any, serious delinquencies. A few weeks after this graph was made the boy was sent to the reformatory and the investigator learned of a number of delinquencies which he did not know of before. The investigator remarked that he had probably misjudged the attitudes of the boy. This schedule was made out by a new worker in an institution for boys and the boy who was the subject of inquiry was trying to say the things that he thought would be agreeable. This experience does not indicate that the program of investigation is an incorrect one but that the investigator recorded his impressions without giving sufficient time to make a thorough investigation.

Graph No. 12
Boy No. 8
Graph of Attitudes



Attitude graph of Boy No. 8 indicates a boy who lacks application at school and at work. He is very contentious. In spite of his defective attitude in most ranges of experience he has not come to have any serious disrespect for the law, for his attitude toward the government is fairly good.

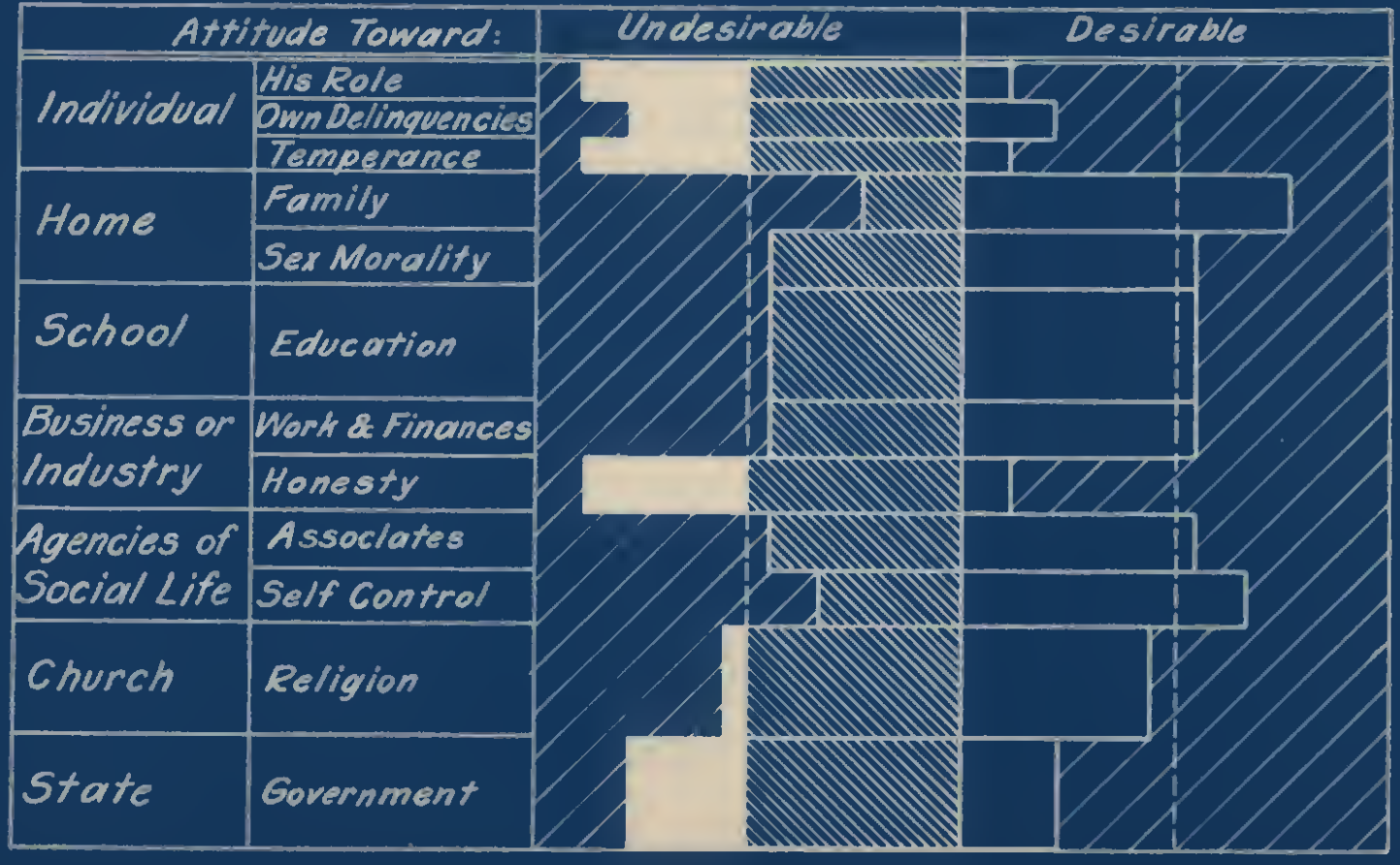
Graph No. 13
Boy No. 9
Graph of Attitudes



Attitude graph of Boy No. 9 gives us a picture of a boy who is conceited and satisfied with himself. He does not put forth any serious efforts in school and does not try to make any improvements when his faults are pointed out.

Graph No. 14
Boy No. 10

Graph of Attitudes



Attitude graph of Boy No. 10 summarizes the attitudes of a boy whose father is a mixture of Souix Indian and Negro and his mother is a mixture of Irish and Choctaw Indian. He belongs to a criminal gang and is used as a go-between "as he can pass for Jew, Dago, Irishman, Mexican or Negro." He has no intention of becoming an industrious and useful man and has no inclination to regret or apologize for his delinquencies. He has been arrested frequently but does not feel any particular disgrace. Considers himself shrewd and superior to the officers of the law. The home and neighborhood conditions are the worst. He is one of ten children and several of his brothers and sisters have been in conflict with the law. One brother is now in the Federal Prison. The investigator that reported this case seemed to be of the opinion that it was only a matter of time until he would be arrested and sent to prison. From the knowledge gained of this case by reading the report and by conversation with the investigator the writer is of the opinion that the only thing that could make this boy capable of functioning as a normal individual in society would be to place him in a prison using the most scientific methods of treatment and then it would perhaps take a prolonged period to "reform" him to that degree.

CONCLUSIONS

First, the program of investigation outlined in this thesis is a contribution to the technique of case work with older boys.

Second, it tends to insure an all round study of the important factors affecting the solution of any character or relationship problem presented by a boy.

Third, the program which has been proposed in the preceding pages stresses the idea that relationship and conditioning factors which surround the boy need to be studied just as much as the character of the boy when any attempt is made to solve his problems.

Fourth, the introduction of graphs as a device for summarizing and portraying the factors in character and relationship problems and showing their interrelation is perhaps the most important contribution offered to the technique of case work.

Finally, those who have used this program of investigation testify that it has helped them to understand the boys that have been subjected to it.

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APPENDIX A

SCHEDULE USED BY THE KANSAS CITY PROVIDENT ASSOCIATION IN ESTIMATING MINIMUM BUDGETS IN KANSAS CITY

Food per week:

Man or boy over 16 years of age	$2.47
Woman or girl over 16 years	2.00
Boys, 12 to 16 years	2.25
Girls, 12 to 16 years	1.85
Children, 9 to 12 years	1.72
Children, 6 to 9 years	1.55
Children, 2 to 6 years	1.42
Children, under 2 years	

Multiply by to secure monthly total.

Clothing:

A rough estimate of monthly clothing expense is twice the weekly food budget. This can be somewhat discounted if there are children (several) in the home because of "hand-downs".

Fuel: (coal and gas)

Winter months	$3.00 per month
Summer months	2.00 per month

Light:

This item may be roughly estimated from $1.00 up depending on the number of rooms and number of lights used.

Carfare, Rent, and Insurance:

These items can be roughly estimated by the worker.

Household Furnishings:

$3.00 to $5.00 per month depending on size of the family.

Health:

25 cents per month per person.

Recreation and Education:

35 cents per month for each person over six years of age.

Incidentals:

$3.00 to $4.00 per month depending on the size of the family.

Notes on estimating budgets:

1. Families consisting of from one to three persons may need a slightly larger allowance than provided in this schedule.

2. Budgets for families of six or more persons should be decreased from 10 to 20 per cent.

3. Nursing mothers may require as much food as a man.

4. 25% may be deducted for lunches purchased away from home, but the actual cost of these lunches must be added as a separate item.